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ABSTRACT

This is the second of three volumes reporting a project to develop an instrument to evaluate instructional materials used in bilingual education, community language education, and bicultural education programs in Australian schools. The project had three purposes: (1) to examine the research literature on the development of models and instruments to to evaluate immigrant education resource materials; (2) to develop an instrument based on appropriate criteria and standards; and (3) to utilize the developed evaluation instrument for the analysis of Dutch bilingual and bicultural educational materials available to Australian schools. This volume is a guide to available Dutch bilingual bicultural materials, and contains: (1) an introduction to using the developed evaluation criteria to analyze resource materials within the context of appropriate programs; (2) analyses for 10 basic instructional resource materials; (3) annotations for 20 supplementary resource materials; and (4) analyses for two professional resource materials on the Netherlands. Each analysis contains the following components: identification of resource material; its rationale, research, and development; antecedents; background characteristics; goals; transactions; contents; methods; outcomes; evaluation; contingencies and congruences; assessment and recommendation. Indexes to titles of books in a series, subjects, authors and developers, and publishers and distributers are provided. (BS)

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A GUIDE FOR SELECTING BILINGUAL
BICULTURAL RESOURCE MATERIALS

ANALYSES AND ANNOTATIONS OF DUTCH
BILINGUAL AND BICULTURAL RESOURCE MATERIALS

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MARILYN DE JONG
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INTRODUCTION

The purpose of this introduction is to present an account suitable for users to apply criteria to the evaluation of resource materials within the context of appropriate programs, in addition to providing users with background essential to understanding the nature of analyses and annotations contained within this Guide.

The Guide is divided into three sections: analyses of basic instructional resource materials; annotations of supplementary instructional resource materials; and analyses of professional resource materials.

1. Analysis of Basic Instructional Resource Materials

The instruments for analysis of basic instructional resource materials provide information concerning the resource material at both the levels applicable to the evaluator and the user. The purpose of analysis at the former level is to examine contingencies and congruences between the main constructs of the design: contingencies based upon consistencies between antecedents, transactions and outcomes within resource materials and appropriate immigrant educational programs; and congruences between the resource materials and appropriate programs. The purpose at the level of the user is to provide information concerning congruence of a resource material to a particular program within a specific context, especially in terms of decision-making characteristics.

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1.1 Evaluator's Form

This section concentrates upon the analysis of the resource material itself. When the analysis is being conducted to inform a user group, such as a group of teachers, the evaluator should endeavour to complete both the Evaluator's Form and the User's Form. However when the audience consists of several independent user groups, the evaluator should leave completion of the User's Form to members of each user group.

1.1.1 Identification of the Resource Material

Exclusive to the descriptive data for antecedents, transactions and outcomes is basic identification information. This information includes: 1.1 title, 1.2 author or authors, developer or developers, 1.3 publisher, distributor, 1.4 address of publisher, distributor, 1.5 year of copyright, 1.6 material medium or media, 1.7 components, 1.8 subject area or areas, 1.9 curriculum role, 1.10 grade levels or age groups, 1.11 academic status, 1.12 educational time block, 1.13 population characteristics, 1.14 community acceptance, 1.15 source, 1.16 teacher training, 1.17 preparation, 1.18 physical description, and 1.19 material development.

For the most part this information is self-explanatory, although explanation is required for 1.5 year of copyright and 1.14 community acceptance. For year of copyright, a publication date preceded by

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An additional facility available for 1.14, community acceptance, is evaluative coefficient analysis for treatment of minority groups in textbooks. The application of evaluative coefficient analysis must be considered optional in undertaking analysis of a resource material and to be used at the discretion of the evaluator. This technique was devised by Pratt and is applicable to analysis of English language materials.

Given that evaluative coefficient analysis is applicable to the particular circumstances of the analysis, the evaluator is provided with necessary placements to score for two minority groups each on the basis of role or background biases specified. To undertake the analysis to obtain the coefficient of evaluation, the evaluator must follow these procedures.

The subject of interest should be stated opposite the descriptor listed under 1.14.1 of the checklist. Several steps should be followed: all words listed in the Evaluative Coefficient Word List that are located in the resource material should be listed on the Evaluative Coefficient Score Sheet; all words should be listed with a positive, neutral or negative rating as indicated in the Evaluative

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Coefficient Word List; the evaluator may include additional words and rate according to his or her own judgment ; and the coefficient of evaluation is calculated for the source whenever a minimum of ten evaluative terms have been extracted. This procedure ensures a maximum standard error of one third of a standard deviation. The formula used is: $\frac{100F}{F + U}$ where F = number of favorable terms, and U = the number of unfavorable terms. The coefficient of evaluatation will always be between 0 (totally unfavorable) and 100 (totally favorable) with 50 representing the point of neutrality or ambivalence (adapted Pratt, 1971:7-9). To obtain the Evaluative Coefficient Word List, the evaluator should consult Pratt (1972:39-44).

1.1.2 The Rationale, Research and Development

Educational evaluators, especially Stake, stress the importance of a rationale, explicit or implicit, in establishing a philosophic purpose for an educational program or resource material. The rationale is also logically related to the intents of a particular program or resource material and of value in consideration of research and developmental characteristics. For these purposes the 2.1 rationale is considered in conjunction with the knowledge or research, and process or developmental characteristics within the planning phase of a resource material.

A rationale is a philosophic position about education held by a curriculum developer. It consists of the assumptions and goals

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which the developer uses as guides and criteria for the selection and ordering of goals, content, method, and evaluational processes in the curriculum. To the extent that a curriculum is embodied in materials, the rationale also supplies guides and criteria for the materials. Rationale statements cover the developer's reasons for developing the material in the first place. Many of the questions about rationale may put a severe strain on the inferential powers of the analyst and some may have to go unanswered. This section should contain descriptive and evaluative statements, preferably quotations of the author's explanation of the rationale.

The rationale will influence the forms of 2.2 research and development taken by the developer. The provision of details concerning the research and development of characteristics of a resource material provides added empirical evidences to support the philosophic purpose specified within the rationale. This evidence will take the following forms: result of research and development that gathered information on how suitable for and effective with learners the material proved to be; indication that learner-based revision of the material has been carried out or planned; and materials, locations and kinds of learners involved.

1.1.3 Antecedents

An account of antecedents comprises two fundamental categories: background characteristics and goals. Each category will be considered independently within the following discussion.

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1.1.3.1 Background Characteristics

The background characteristics of the educational setting are specifically referred to in the descriptors contained in the Evaluator's Form for Background Characteristics in General Contexts. The nature of the background characteristics will vary according to local conditions. The evaluator can account for these conditions in judging the educational suitability of the resource material prior to its use.

The background characteristics are of particular significance in establishing congruence between resource materials and programs, and should contribute to any judgment based upon standards attained by a resource material for its use in or adaption to a particular program. Essentially background characteristics comprise three factors: 10.1 policies derived from the national, regional and local socio-economic and political settings; 10.2 educational practices affected by the former but restricted to the school environment; and 10.3 program practices affected by the former through implementation within the classroom setting.

1.1.3.2 Goals

Goals are specifically concerned with expectations of learning outcomes. Goals and objectives of resource materials are statements that indicate the ways in which learners are expected to change their thinking, values and actions as a result of using the materials. Two major types have been identified within the model: 3.1 goals

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and 3.2 objectives.

The type, goals, refers to general cognitive and affective categories. Initially, 3.1.1 general goals, should contain a general statement preferably a quotation of the author's intended goals. The nature of 3.1.2.1 categories, seeks a definition of cognitive goals in terms consistent with Bloom *et al.* (1956). The evaluator's statement of the extent to which cognitive goals are presented in the material should seek an explanation of the extent to which the material specifically points toward achievement of each of these goals: memory (knowledge), comprehension, application, analysis, synthesis, and evaluation. These are briefly elaborated below.

Memory involves the recall or remembering of facts, dates, rules, principles, patterns, methods, generalizations, theories and so forth. Comprehension involves understanding or apprehending what is being communicated, including the ability to translate and interpret the communications but not necessarily to understand all their implications or to relate them to other things. Application involves using facts, rules, methods, theories, and so forth in new concrete situations. Analysis involves breaking something down into its constituent parts, so that the parts can be identified and the interrelationships of the parts understood. Synthesis involves putting things together to form a new entity, such as a new idea, plan, hypothesis, or set of relationships. Evaluation involves making quantitative and qualitative judgements about the extent to which observed phenomena meet stated standards or criteria.

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The nature of 3.1.2.2 categories, seeks a definition of affective goals in terms consistent with Krathwohl *et al.* (1964). The evaluator's statement of the extent to which affective goals are presented in the material should seek an explanation of the extent to which the material specifically points toward achievement of each of these goals: receiving, responding, valuing, organization, and characterization. These are briefly elaborated below.

Receiving involves being aware of, or paying attention to, the intended subject matter. Responding involves interacting with the subject matter in a minimal or moderate way. Valuing involves establishing that a thing, phenomenon, or behaviour has worth. Organization involves putting individual values into a system that establishes their relationships to each other. Characterization involves completing the process of adopting and internalizing a set of values so that they become an integral part of a person's character.

It is possible that an author's affective goals are more difficult to ascertain than cognitive goals. Some authors claim that they are not or should not be concerned with values. They may claim that their materials are 'value free'. Even when such a position is taken, it is likely that the materials will contain implicit portions about values.

Although quotations of cognitive and affective goals are preferable, the evaluator is likely required to determine these goals through examination of the material.

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Objectives anticipate behavioral or performance outcomes on the part of learners which assume forms of learning or performing particular skills. Initially 3.2.1, specific objectives, contain a statement, preferably a quotation concerning specific objectives of each component part, chapter, or lesson of the material. The evaluator's statement of the extent to which behavioral or performance objectives are presented in the material should seek an explanation of the extent to which the material specifically requires that a learner demonstrate achievement of an objective, conditions of the demonstration, and the extent to which a learner's performance relates to behavioral changes.

Goals and objectives share common attributes with reference to developmental or knowledge bases of learning outcomes, and can apply to either long- or short-term expectation. Such goals are either clearly stated within the resource material or can be inferred from other criteria, for instance, the content or method. Furthermore, objectives and responses can be identical or varied within a group of learners.

1.1.4 Transactions

In terms of transactions between participants, resource materials convey the developer's goals to the reader, both teacher and learner, through the contents and methods contained within the resource material. Again each of these categories, contents and methods, will be considered separately within the following discussion.

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1.1.4.1 Contents

The contents of a resource material are considered as a range of subject matter introduced to achieve educational goals. Within the context of these criteria, contents have been categorized into 4.1 characteristics, 4.2 scope and 4.3 sequence.

The characteristics of the contents of a resource material indicate its 4.1.1 form, 4.1.2 reality status, 4.1.3 currency, 4.1.4 semantic emphasis, 4.1.5 linguistic characteristics and 4.1.6 language level. The scope of the contents of a resource material is concerned with two main aspects: 4.2.1 description of the contents of the learner and teacher materials; and 4.2.2 coverage of subject material and supplementation indicated. The scope consists of a description of the contents and should include a listing of topic or chapter and thematic categories with a detailed description of each category. This should be appended with a summary statement indicating relative emphases given to different aspects of the subject matter in quantitative terms. The sequence of the contents refers to the ordering of teaching activities for student use. The principles for determining sequence within a resource material are based upon developmental or learning theories. Sequential structuring of subject matter involves decisions either in advance or during the process by the learner, teacher or is implied within the material concerning appropriate entry and exit points for students individually or as a group. Each of the three categories of the contents can generally be determined by survey of the resource material by the evaluator.

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1.1.4.2 Methods

Methods are those parts of transactions which involve teaching and learning activities to achieve educational goals. The methods involve the types of activities, initiation and assessment of these activities, organization of these activities, and the instruments for decision-making procedures.

Within these contexts, the evaluator of a resource material is asked to consider several broad areas. Initially, 5.1 recommendations for teaching and learning strategies referred to within the resource material are described, followed by accounts of 5.2 type of learning environment, 5.3 nature of interactions, 5.4 teacher and learner roles, 5.5 teaching approach, and 5.6 learning approach. These will be stated directly or indirectly in the resource material but in the cases of 5.5.2 the nature of the teaching approach identified and 5.6.2 the nature of the learning approach identified, will require careful examination by the evaluator and often must be inferred from survey of the contents of the resource material. Recommendations for use and teaching approach are examined in detail below.

The recommendations for use contain a general statement, quotations of the author's descriptions of teaching and learning methods adopted in the material. Frequently statements of teaching - learning methods will be inseparable. It is possible that the author will

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not offer explicit statements concerning teaching and learning methods and in these cases completion of recommendations for use should be omitted.

A statement concerning the type of teaching approach adopted in second language materials is required. Characteristics of resource materials used in the different teaching approaches to second language learning are described as follows. The first five approaches are established methods for second language learning whilst the sixth to tenth approaches inclusive are recent developments.

Grammar-translation (Indirect) Method: Grammar-translation places priority upon acquisition of reading and writing skills. Consequently resource materials play a relatively significant role. Reading materials are a primary source. Readings are designed to explain grammar rules rather than meaning. Vocabulary is presented through bilingual lists. Exercises are designed to provide practice on grammar. The sentences in exercises focus upon forms and not meanings. The majority of texts are grammatically sequenced from what the authors consider easy rules to more complex rules.

Cognitive Code: In most respects resource materials used in cognitive code are similar to those used in grammar-translation excepting for resource materials used to develop 'communicative competence'. 'Communicative competence' provides the practice in meaningful situations and includes dialogues, games, role playing activities aimed at developing oral and aural skills.

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Direct Method: Resource materials are relatively less significant since the direct method focuses upon inductive teaching of grammar. Texts are entirely in the second language. Texts are structured through use of a variety of topics with emphasis upon conversational pieces and error correction. Texts are strictly grammatically sequenced.

Audio-lingual Method: Resource materials again decrease relatively in significance in the audio-lingual classroom with emphases upon dialogue and drill. Most dialogues used are actually scripts and are not designed to be used to negotiate meaning. Such scripts are sequenced on the basis of linguistic simplicity.

Audio-visual Method: The audio-visual method is an extension of the audio-lingual method through use of audio-visual materials in the classroom.

Natural Approach: The Natural Approach has been developed by Terrell (1977). The teacher uses the second language whilst the learners may use either first or second language. The goals are to enable students to talk about ideas, perform tasks, and solve problems. Natural Approach teachers utilize realia and pictures to make their speech comprehensible from the first day. Some tools for conversation are provided through short dialogues, designed to help students converse with native speakers on predictable and frequent topics. The attention of the Natural Approach is not upon the presentation of grammar, and although certain grammatical structures are used more frequently at certain stages, there is no deliberate sequencing.

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Total Physical Response: This method has been developed by Asher (1977). Total Physical Response consists basically of learners obeying commands given by an instructor that involve overt physical response. Resource materials are not featured in the initial stages of Total Physical Response since learners use skills only when they are 'ready'. Reading and writing will constitute about a tenth of activity after the first few months of Total Physical Response.

Suggestopedia: Suggestopedia has been developed by Lozanov (1979). Courses, given to groups of about twelve students in four-hour lessons, consist of three parts: review done through conversations, games, plays; and presentation of new material in the form of dialogues based on situations familiar to the students. The third part divides between an active seance, when students engage in yoga techniques whilst the teacher reads the dialogue, and a passive seance when students meditate upon the dialogue while baroque music is played. Dialogues used are very long and run from ten to fourteen pages. The topics of the dialogues are designed not only to be of coherent interest, but also to be of some practical value and relevant to students' needs.

The Silent Way: The Silent Way has been developed by Gattegno (1972). The Silent Way involves three stages: firstly the teacher points to coloured symbols representing syllables on a wall-chart known as a Fidel firstly in the learner's native language but later

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on a chart in the second language; whilst during the second stage the teacher uses another set of charts containing words for numerals and leads the students to produce long numbers; and in the third stage sets of coloured rods, 1cm to 10cm long, are used with the charts to initiate the students into conversation. Resource materials used in the Silent Way are specifically designed.

Counselling-learning: Counselling-learning has been developed by Curran (1976). Counselling-learning depends upon establishing roles between the teacher and the learner which allows the teacher to move the learner through five stages. The learner moves from one stage to the next by achieving 'security' in that stage, which allows for 'assertion' then 'reflection' and finally 'discrimination' on the part of the learner. These procedures operate in Community Language Learning where learners sit in a closed circle with the teacher outside. The learners speak in their native language to each other and the teacher gives the corresponding expressions in the second language. Second language conversation is taped, later replayed and used for 'reflection' and 'discrimination'. Resource materials used in Counselling-learning are specifically designed.

Eclectic Approaches: An eclectic approach will allow the teacher to adopt a wide range of resource materials given the situation prevailing in the classroom.

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1.1.5 Outcomes

The account of outcomes involves categories: outcomes, and the evaluation of student performance of these outcomes. Although dependent, these issues will be examined separately in the following discussion.

1.1.5.1 Outcomes

Consideration of outcomes involves two categories: 6.1 responses and 6.2 outcomes. Responses are intentions learners will achieve from goals and objectives. Responses provide a link between goals and outcomes but reflect responses the developer intends learners to achieve. In the section 6.1.1, responses including the nature of intended responses the author expects the learner to express, should contain a statement, preferably a quotation, concerning responses the author intends learners should achieve. Within 6.1.2, the categories, the evaluator should classify the nature of intended responses into cognitive and affective responses.

Outcomes are linked to objectives and both outcomes and objectives are closely tied to the contents. The examination of outcomes focuses upon the extent to which they can be achieved within the context of techniques specified within the resource material. It will not always be possible for the evaluator to anticipate outcomes

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through examination of the material. In a curriculum where the outcomes are deliberately being left very open, the evaluator should not attempt to foreclose the options.

Outcomes can be grouped into 6.2.1 cognitive and 6.2.2 affective categories. For second language materials, cognitive outcomes comprise mastery of skills in listening, speaking, reading and writing. In each case, the evaluator should state the extent to which these aspects of the skills are presented within the 6.2.1.1.2 categories. The configurational sequence comprises of two categories: sight vocabulary and structural analysis. Sight vocabulary is the perception of whole words by immediate recognition. Structural analysis is the perception of structurally derived words through the immediate perception of affixes and roots together with compound words. The graphophonic sequence incorporates two categories: phonics and syllabification. Phonics involves letter-sounding relationships including notions of letter recognition, blending and digraphs. Syllabification involves the recognition of syllables or letter-cluster sound relationships. Syntactic transformations involve the consideration of the sentence patterns of the second language. The semantic operators include four classes: non-verbal, lexical, grammatical and intonational operators.

For bicultural materials, cognitive outcomes can be classified according to whether they constitute facts, concepts, generalizations,

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structures, theories or major processes. A fact is a thing or event that exists in the real world. A concept is an idea derived from particular facts. A concept is identified by a unity consisting of factual properties characterized by common relationships. It is important that concepts bear relation to a wider body of knowledge. A generalization is a statement of a relationship between two or more concepts characterized by its universality and a predictive quality. A structure is the arrangement of concepts within a whole. The concepts of a structure describe the investigated subject matter of a discipline and function as a means to inquiry. A theory is a statement about a relationship, often casual, among concepts. This theoretical relationship explains how a structure operates within a body of scientific knowledge. A major process is a particular method (sampling, observing, measuring, discovering, generalizing or verifying) for doing something, generally involving a series of operations.

Within the 6.2.1.2.2 categories, the concern is with learner outcomes occurring through the use of the material being analyzed. The evaluator should specify the extent to which particular disciplines are emphasized within the bicultural material. This specification should involve a statement of particular skills (facts, concepts, generalizations, structures, theories, and major processes) involved, the extent to which learners are expected to use these particular skills, and the significant attributes of the skills identified in each discipline.

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Four forms of affective outcomes have been listed. An outcome extending from the subject matter of a resource material is an appreciation of literary themes which the learner would derive in the course of use of the material. A resource material will communicate a particular cultural identification which will reinforce or challenge attitudes currently held by the learner. A related affective outcome involves the learner's development of motivational attitudes toward learning a second language. A further category recognized is the concept of cognitive style, which can be described as recurring cognitive patterns within an individual's thinking for inputting, processing, organizing and structuring the environment.

1.1.5.2 Evaluation

The developers of resource materials may specify evaluation of student performance at a number of points in the instructional process. These assessments will involve any number of several recognized evaluation designs indicated in 7.1 specification. Initially 7.2 the purpose of evaluation of student performance, which may precede or be contiguous with the commencement of instruction, will constitute screening procedures for prognostic purposes such as determining students' prior levels of mastery or appropriate points of entry into instruction. Diagnostic assessments may be specified as extensions for the purposes of identifying students requiring remedial or corrective assistances. The main purpose of evaluation of student

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Performance will focus upon assessments of learning outcomes which may occur at any point of the instructional sequence but in particular at its conclusion. The 7.3 outcomes of these assessments will vary in the levels of objectives which will be determined to some extent by the 7.4.3 techniques applied.

The 7.4 means whereby evaluation is carried out, will involve several important features. The purpose of assessment can be criterion-referenced, designed to determine whether a student has learned to perform a particular function at a specified level, or norm-referenced, designed to compare a student's performance with that of other students through standard scores. Test forms used for assessment of students can be classed into two types: teacher-made and standardized. Whereas teacher-made tests are generally devised for the assessment of achievement in skills and abilities, standardized tests, frequently identified with norm-referenced approaches, refer to professionally constructed tests to measure attitudes and values as well as abilities and skills. The techniques applied to constructing tests for the evaluation of student performance will vary in degrees of objectivity or subjectivity (Bloom *et al.*, Krathwohl *et al.*). Cognitive objectives (knowledge, comprehension, application and analysis) may be quantified to varying degrees most suitably by objective test and completion techniques, whilst affective objectives (receiving, responding and valuing) may be quantified through performance inventories listed. Extended techniques can be best used to assess subjectively cognitive objectives (synthesis and evaluation) and affective objectives (organization and characterization).

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Finally the evaluator should specify reporting of the evaluation of student performance including the forms of tabulation used and an account of participants and uses of results.

1.1.6 Contingencies and Congruences

After the evaluator has established descriptive data for a resource material, he or she must consider 8.1 contingencies between antecedents, transactions and outcomes of each, and 8.2 congruences between different sets of materials and different programs. Consideration of criteria by the evaluator has enabled standards to be determined through judgments. These judgments will be of two types: in terms of absolute standards with respect to meritorious levels for antecedents, transactions and outcomes; and relative comparisons with appropriate sets of resource materials or programs according to characteristics of the descriptive data. The outcomes of such judgments are to establish congruency of a particular resource material to a specific educational program. Upon this basis, it is feasible for the evaluator to offer an overall assessment and recommendation for use of the resource material.

1.1.7 Assessment and Recommendations

The purpose of this section is to assess the suitability of the resource material to particular programs currently offered in

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Australian schools. The evaluator should endeavour to distinguish between resource materials suitable for non-English speaking learners only and for all learners, concluding with any qualifying statements.

1.2 User's Form

In this section the emphasis moves from analysis of the resource material itself to evaluation of its use within a specific educational context. This section should be completed by an actual or proposed user of the resource material, who in some cases may be the evaluator, but will more often be a teacher or another school personnel member.

In Part 1 the user is concerned with evaluating the ability to perform actions counterbalanced by constraints in terms of policies referring to the local community and governmental practices, and educational practices referring to schooling, resources and administration, program practices referring to instruction, teachers and learners as relate to the use of the resource material within a particular school or other educational setting. Part 2 presents possible courses adopted in immigrant educational programs within the user's specific context. The user is required to analyse the congruity between the course adopted generally for all resource materials, and for the particular resource materials considered. Part 3 examines implementation of the resource material in terms of the strategy pattern

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specified in the resource material, and relates this to the teaching and learning approaches within the existing program. Part 4 provides a summary of the main decision issues for that particular user group in that particular educational context.

2. Annotations of Supplementary Instructional Resource Materials.

An abbreviated Evaluator's Form has been adopted for annotations of supplementary instructional resource materials. A typical annotation includes information in the following sequence: 1.1 title; 1.2 author or authors, developer or developers; 1.3 publisher, distributor; 1.4 address of publisher, distributor; 1.5 year of copyright; 1.6 material medium or media; 1.7 components; 1.8 subject area or areas; 1.9 curriculum role ; 1.10 grade levels or age groups; 1.11 academic status specified; 1.12 educational time block specified; 1.13 population characteristics specified; 1.14 source; 1.15 physical description; 1.16 linguistic characteristics; 1.17 language level; and 1.18 scope.

3. Analyses of Professional Resource Materials

A modified Evaluator's Form has been adopted for analysis of professional resource materials.

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3.1 Identification of the Resource Material

This information includes: 1.1 title; 1.2 author or authors, developer or developers; 1.3 publisher, distributor; 1.4 address of publisher, distributor; 1.5 year of copyright; 1.6 material medium or media; 1.7 components; 1.8 subject area or areas; 1.9 population characteristics; 1.10 source; 1.11 physical description; and 1.12 material development.

3.2 Rationale

A statement concerning the author's or developer's rationale for developing the professional resource material is presented.

3.3 Antecedents

3.3.1 Background Characteristics

Statements concerning the three factors, policies, educational practices, and program practices, are presented.

3.3.2 Goals

The general goals and specific objectives of each professional

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resource material are analysed according to the scope of criteria specified in the Evaluator's Form.

3.4 Transactions

3.4.1 Contents

The characteristics and scope of the contents are considered in the discussion of a professional resource material.

3.4.2 Methods

Depending upon descriptions provided by authors or developers of each professional resource material, statements concerning recommendations for use, type of learning environment, teaching approach and learning approach are presented.

3.5 Outcomes

3.5.1 Outcomes

Statements concerning the author's or developer's intended responses, and outcomes are presented for each professional resource material.

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3.5.2. Evaluation

A statement concerning the role of evaluation within the professional resource material is presented.

3.6 Contingencies and Congruences

A statement concerning the contingencies of antecedents, transactions and outcomes, and congruences between programs and the professional resource material are presented.

3.7 Assessment and Recommendations

A summary statement concerning the assessment and recommendations for the use of the professional resource material with particular groups of learners in appropriate immigrant educational programs is offered.

ANALYSES OF BASIC
INSTRUCTIONAL RESOURCE
MATERIALS

DUTCH GRAMMAR AND READER

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1 **IDENTIFICATION OF THE RESOURCE MATERIAL**

1.1 **Title:** *Dutch Grammar and Reader*

1.2 **Authors:** Smit, J. and Meijer, R. P.

1.3 **Publisher; Distributor:** Stanley Thornes Publishers; Australasian Educa Press

1.4 **Addresses of Publisher, Distributor:** Educa House, Old Station Drive, Leckhampton, Cheltenham, GL53 ODN, England; 74 Railway Road, Blackburn, Victoria, 3130, Australia

1.5 **Years of copyright:** © 1958, 1978 J. Smit, R. P. Meijer

1.6 **Material medium:** print

1.7 **Components**

1.8 **Subject area:** second languages, language arts

1.9 **Curriculum role:** basic

1.10 **Grade levels:** grade 7 through to grade 12, first year tertiary The authors state: "This book is intended for secondary schools and the first year of University courses"(V). The analysts believe that the sections, Grammar and Exercises, are suitable for grade 7 through to grade 12, whilst the sections, Texts for translation into Dutch and Reading Texts are suitable for grades 11 and 12 of Australian schools.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Community acceptance:** Although the material has resulted from collaboration between an Australian and a British academic, there are few explicit references within the subject matter to Australian contexts. Community acceptance within Australia would likely be limited since the authors do not seem to have accounted for the effects of post-war immigration upon Australian society. Cultural references to the Dutch are restricted to the Dutch of the Nethelands.

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1.15 **Source:** Material in the second language written for Australian needs.

1.16 **Teacher training:** The extent of in-service training necessary to master the content and suggested teaching methods is not specified.

1.17 **Preparation:** The extent of out-of-classroom preparation is not specified. Simultaneous sequencing of the first two sections of the material during its implementation is likely to necessitate teachers undertake a slight degree of out-of-classroom preparation.

1.18 **Physical description:** The material is a 138mm by 215mm, 201 page, soft cover textbook. The material contains one map. The quality of paper and printing is good. The print is suitable for reading by learners of the specified grade levels. The aesthetic and technical quality of presentation is good.

1.19 **Material development:** J. Smit is Professor Emeritus of Dutch and Germanic Philogy, University of Melbourne, Victoria, Australia and R. P. Meijer is Professor of Dutch Language and Literature, University of London, England. Other details concerning material development are not specified.

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2 RATIONALE, RESEARCH AND DEVELOPMENT

2.1 **Rationale:** It can be inferred that *Dutch Grammar and Reader* is intended as an intermediate course to facilitate development of reading and writing skills in the Dutch language.

The nature of the rationale is not specified.

2.2 **Research and Development:** The natures of validation, and pilot-trialling, learner-based revision, reference groups, materials and locations are not specified.

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3 GOALS

3.1 **Goals:** Goals are not specified by the authors and must be inferred from the contents. The goal of the material is to develop reading and writing skills in the Dutch language.

The authors have incorporated memory, comprehension, application, analysis and synthesis in presenting grammatical forms and structures. Memory and comprehension are required throughout the material to deal with subject matter presented, and application is required to apply grammatical rules and structures in exercises. The authors incorporate receiving and responding into the presentation of translations and reading materials.

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3.2 **Objectives:** Objectives for each section of the material must be inferred. The objective of each chapter of the first section, Grammar, involves explanation of a grammatical rule. The objective of each chapter of the second section, Exercises, is translation from second language to first language. The objective of each passage of the third section, Texts for Translation into Dutch, is translation from first language to second language. The objective of each passage of the fourth section, Reading Texts, is reading in the second language.

Learners are expected to demonstrate achievement through written translation of subject matter from first language to second language and second language to first language, understanding and recalling grammatical rules through exercises, and reading in the second language. The conditions for demonstrating achievement are dependent upon the presence of a teacher. In achieving these objectives, learners are expected to be fully accurate in reading and writing skills applied to these tasks.

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4 CONTENTS

4.1 **Characteristics:** The material consists of a composite textbook and reader. The reality status of the subject matter is both fictional and factual. Within the third section, Texts for translation into Dutch, historical references to the Netherlands are made in extracts 181, 185, 186, 194, 196, 199, 200, 201, 202, 203 and to Australia in 197. Several other extracts contain historical references: Columbus' discovery of the New World (183); Italian Involvement in the Second World War (190); and the Norsemen (198). Historical references also occur within the literary extracts (from 204 to 221). Temporal references in the remainder of the text are contemporary. Within the fourth section, Reading Texts, historical references to the Netherlands are given in extracts 235 (*Tijl Uilenspiegel*) and 245 (*Uit het dagboek van Anne Frank*), and to Australia in 241 (*De landing bij Albury*). The semantic emphases of the material are geographical, historical, sociological and social psychological.

The linguistic usage in the material is bilingual with instructions in English and the contents in Dutch. Standard Dutch is used throughout the material, although the style ranges from colloquial to literary forms within the passages of the Reading Texts. Examples of outdated forms of the Dutch language are also preserved in parts of the material. The language level is intermediate.

4.2 **Scope:** The contents of the learner materials can be divided into four sections: Grammar; Exercises; Texts for translation into Dutch; and Reading Texts. The chapters of the learner

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materials are listed in the Contents. The first section comprises eighteen chapters entitled Sounds and Spelling, Nouns and Articles, Adjectives, Personal Pronouns, Verbs (infinitive, stem, present tense), Verbs (regular past tense and past participle, separable verbs), Verbs (strong and irregular verbs), Verbs (compound verbal constructions), Possessive Pronouns, Demonstrative Pronouns, Interrogative Pronouns, Relative Pronouns, Indefinite Pronouns, Numerals, Prepositions, Conjunctions, Adverbs, and Word Order. The subject matter of each chapter receives similar treatment; the grammatical rule is stated initially followed by explanation including examples in both Dutch and English. Each chapter is subdivided into numbered parts, which allow for rules, explanation and examples of different aspects of each grammatical structure to be discussed. Except for the treatment of phonics offered in the first chapter, the emphasis given to these aspects in each of the remaining chapters dealing with grammatical structures, is generally consistent. After statement of the particular grammatical rule, attention is focused upon complications and irregularities of the rule.

The chapters of the second section, Exercises, are designed to be covered simultaneously with the corresponding chapter in the first section. This section comprises eighteen chapters entitled Pronunciation, Nouns and Articles, Adjectives, Personal Pronouns and Present Tense, Past Tense (past participle, separable verbs), Strong and irregular verbs, Compound verbal constructions, Possessive Pronouns, Demonstrative Pronouns, Interrogative Pronouns, Relative Pronouns, Indefinite Pronouns, Numerals, Prepositions, Conjunctions, Adverbs and Word Order. The subject matter of each chapter is treated similarly; sets of exercises mainly involving translation are presented. Each chpater is subdivided into numbered parts which correspond loosely to the grammatical structures within the subdivisions of chapters in the first section.

The third section, Texts for translation into Dutch, comprises forty-eight short extracts. The authorship of the first group of extracts (174 - 203) is not acknowledged, but the second group (204 - 221) has been extracted from literary sources, respectively works by S. Spender, J. B. S. Haldane, J. Beresford, M. Gijsen, S. Butler, L. Strachey, E. M. Forster, B. Bloch and L. Trager, C. Dickens, H. G. Wells, E. Reves, E. A. Poe, I. Silone, J. Steinbeck, G. Greene, R. Warner and J. Joyce. The subject matter of these extracts covers an extensive range, and although part of the contents in the first group relates to the Netherlands, very little subject matter is likely to impinge upon the experiences of Dutch-Australian or Anglo-Australian children.

The fourth section, Reading Texts, comprises twenty-seven extracts. The authorship of one group is not acknowledged, but a second group has been extracted from literary sources. The titles and authors of each extract are respectively:

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De droom, *Vaarwel*, *Onze hond en onze kat*, *Ons huis*, *Een dag naar Amsterdam*, *Slimme dieren*, *De prinses op de erwt*, *Wat vader doet is altijd goed* (H. C. Andersen), *De zwijnenhoeder* (H. C. Andersen), *Het vrouwtje van Stavoren*, *Pinokkio* (C. Collodi), *Klein Duimpje* (Ch. Perrault), *De beer, de wolf, de vos en de haas op de jaarmarkt* (A. de Cock), *Tijl Uilenspiegel* (C. de Coster), *De drie broers van Antwerpen* (Vlaams Volksverhaal), *De kleine Johannes* (F. van Eeden), *Het gevonden geld*, *Doctor Faustus in Leeuwarden*, *De dief* (A. Alberts), *De landing bij Albury* (K. D. Parmentier), *Sprookje* (Multatuli), *De Japanse steenhouwer* (Multatuli), *Geschiedenis van gezag* (Multatuli), *Uit het dagboek van Anne Frank* (A. Frank), *De vertaling* (S. Carmigelt), *De kunstschilder* (S. Carmigelt), *De Grammar School* (A. van Schendel).

The contents are covered quite clearly through an extensive variety of short topics. The contents are to be covered once by the learner although the design of the material requires the learner to cover related contents in the first two sections simultaneously. All topics must be covered for a satisfactory learning experience. Supplementary materials are not specified.

4.3 **Sequence:** The order of the material in the initial sections, Grammar and Exercises, is based upon learners moving from concrete to abstract, increasing complexity or difficulty although the chapters of each of these sections are based upon breaking down of complex ideas into their component parts. Both the sections, Texts for Translation into Dutch and Reading Texts, are based upon learners moving from concrete to abstract, increasing complexity or difficulty. The chapters of the first two sections are sequenced to be covered simultaneously, and the translation and reading passages are also designed to relate to points in the sequence of the first two sections.

The starting point within the sequence is the same for each learner and because of its arrangement, the starting point is determined to some extent by the teacher. The course within the sequence of each section is the same for each learner and is determined by the teacher on the basis of performance in preceding tasks. The course within the sequence requires learners to cover each section simultaneously. Optional sequences are not available within the material.

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5 METHODS

5.1 **Recommendations for use:** The description of the teaching-learning method is quite clearly stated in comprehensive terms in the Preface to the First Edition. The authors state: "It is advisable to go through the elementary paragraphs first, and reserve the more detailed paragraphs for a later stage.

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The same applies to the exercises. Teachers are also advised to begin the reading of easy texts as soon as pronunciation has been practised. Careful study of the exercises, translations and reading texts, with constant reference to the grammar, is the best approach"(V).

5.2 **Type of learning environment:** The material is designed for second language learning in the classroom with learners arranged in groups, but the sizes and abilities of groups unspecified.

5.3 **Nature of interaction:** Contacts prompted involve predominantly teacher-to-learner action in the first two sections, Grammar and Exercises, and resource material-to-learner action in the Texts for Translation into Dutch, and Reading Texts.

5.4 **Teacher and learner roles:** Within the conduct of teacher and learner roles, it is intended that the teacher initiate the processes.

5.5 **Teaching approach:** It can be inferred from the contents that the grammar-translation method should be applied during instruction. Characteristics of the grammar-translation method incorporated into the teaching-learning methodology and contents involve explanation of the grammatical rule of the lesson, with example sentences in the section, Grammar; exercises designed to provide practice in the grammar of the lesson including translation from first language to second language and second language to first language in the section, Exercises; translation from first language to second language in the third section; and a reading selection in the fourth section.

5.6 **Learning approach:** It can be inferred from the contents that learning is achieved predominantly through didactic instruction, although practice and drill, and inquiry methods are incorporated to a limited extent. The learning approach to be adopted in the first, third and fourth sections is based upon didactic instruction. Practice and drill methods and inquiry methods, in addition to didactic instruction, are employed in the second section.

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6 OUTCOMES

6.1 **Responses:** The authors expect learners to achieve competence in reading and writing skills in the Dutch language through sequenced presentation of grammatical forms and structures, vocabulary, and reading and translation passages. The approach depends upon the grammatical rule of the lesson being learnt in the context of initial examples, presentation

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of grammatical structures, translation and reading exercises. Responses are not specified and must be inferred from the contents.

Response to the material is intended to be mainly objective with restricted scope for subjective response. Objective response is stressed through grammar-based exercises and translation exercises.

The methods of presentation of the material are through graphic (written about) means, and the means of response is graphic (read) and graphic (written about).

6.2 **Outcomes**: Reading and writing skills are treated within the material. Configurational sequence: Sight vocabulary is restricted initially in the exercises but unrestricted in the presentation of grammatical rules, translation and reading materials. Thereafter learners are expected to achieve rapid progress in sight vocabulary which is extended through translations and reading texts. Structural analysis is not introduced initially and only introduced contextually within the consideration of grammatical structures. Graphophonic sequence: Consideration of phonics is presented in the initial chapters of the sections, Grammar and Exercises, but involves only letter recognition. There is no attempt to incorporate blending, digraphs and syllabification. Syntactic transformations: Learners are introduced to, and expected to master, transformation by the second chapters of the sections, Grammar and Exercises. However, the grammatical forms underlying syntactic structures are not introduced until the eighteenth, and last, chapter of the Grammar and Exercises. Semantic operators: Lexical, grammatical and intonational operators are treated within the text. There is stress upon introducing grammatical rules, which dominate the content of each lesson, and focus the learner upon form rather than meaning. Lexical material is generally introduced through bilingual vocabulary lists and intonation is discussed through traditional means.

Affective outcomes are presented through a value position of indoctrination. Literary themes are detailed in selections from literary works in the exercises of the second section, translation passages of the third section, and reading passages of the fourth section. It can be inferred that these selections have been made primarily to emphasize grammatical rules presented in the first section rather than to convey meaning. Although the authors present culturally relevant translation and reading passages relating to the Netherlands, the restricted focus upon meaning is likely to prevent learners from fully identifying cultural aspects of the subject matter. However, it seems likely that the provisions made in the contents for achieving cultural identification are too limited to positively affect motivation for second language learning. In developing the material, it is

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apparent that the authors have not accounted for the cognitive styles of either Anglo-Australian or Dutch-Australian learners.

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7 EVALUATION

7.1 **Specification:** An evaluation design is not provided in the material. Written exercises that may be applied to assessment of learner progress are provided in the second and third sections.

7.2 **Purpose:** The written exercises provide mastery in particular grammatical rules and structures.

7.3 **Outcomes:** Learners must apply knowledge, comprehension and application in the grammatically based exercises, and comprehension in the translation passages.

7.4 **Means:** Techniques applied in written exercises include simple recall items involving grammatical structures, and short answer procedures applied to translation from first language to second language and second language to first language. Forms of uses of reporting learner evaluation are not specified.

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8 CONTINGENCIES AND CONGRUENCES

8.1 **Contingencies:** The antecedents, transactions and outcomes within *Dutch Grammar and Reader* indicate limited contingency dependent upon the extent to which the nature of the constructs can be inferred. However, only the transactions within the material are specified and this limits the extent to which contingencies can be established.

The background characteristics indicate that the material will achieve limited success through implementation within community language education programs in Australian schools. However the rationale, goals and outcomes must be inferred although it is apparent that these constructs are consistent with the approach adopted. The scope of the contents is intended to be comprehensive, and the sequence involves learners negotiating the first two sections of the text, simultaneously within terms of what the authors believe are transition from concrete to more complex grammatical rules. However, the implied teaching-learning method adopted within the material affects the constructs to the extent that it determines the degree to which the goals can be achieved.

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Responses and outcomes are likely to be achieved to the extent that they are not restricted by the implied teaching method. The development of skills within the configurational and graphophonic sequences, and syntactic transformation are only partially covered, and learners are expected to master such aspects covered with inordinate rapidity. Additionally, the failure to include relevant bicultural subject matter limits the degree to which favorable cultural attitudes can be developed and so retards positive motivation for second language learning. The analysis establishes that contingencies within the material are mainly unilateral with the transactional constructs, particularly the teaching-learning method, determining the natures and scopes of the other constructs of the design.

Despite these limitations, *Dutch Grammar and Reader* could be implemented if the grammar-translation method is appropriate to the particular community language program. Although the background characteristics support this contention, the implicit nature of the goals and simultaneous sequencing of the contents, involving co-ordination of the sections, impose constraints upon successful implementation.

8.2 **Congruences:** The grammar-translation method adopted in the course does allow moderate congruence to be established with immigrant education programs employing this approach. The material effectively utilizes the grammar-translation method despite the lack of bicultural contents relevant to the educational needs of Anglo-Australian and Dutch-Australian learners. However, the inadequate premises of this approach limits the congruences that can be established between the material and community language education programs in Australian schools.

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9 ASSESSMENT AND RECOMMENDATIONS

9.1 **Summary comments:** The material is suitable for use with all learners for community language education.

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10 BACKGROUND CHARACTERISTICS

10.1 Policies: The material is likely to be successful in all urban settings in Australia, and upper socio-economic classes of Australian society. The material is more applicable to static social groups, and is directed toward conservative and liberal attitudes within the community.

The material is likely to be successful with both Anglo-Australians and Dutch-Australians. The material is not dependent for success upon support from these ethnic communities, and is unlikely to cause conflict between Anglo-Australians and Dutch-Australians.

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10.2 **Educational Practices:** The material could be used successfully with learners from all social backgrounds but would be especially successful with learners from upper and middle socio-economic backgrounds because of the emphasis given to developing reading and writing skills through the teaching of grammatical rules. The subject matter has been designed so that learners of both Anglo-Australian and Dutch-Australian backgrounds could experience success.

The material would be most successfully implemented with learners arranged in class groups of similar ability. The material best relates to training in specific skills organized on the basis of a separate subject area. Modern language teachers are important for successful implementation of this material. Normal classroom space is required when using the material. Additional facilities and equipment are not required.

10.3 **Program practices:** Teachers of Anglo-Australian and Dutch-Australian backgrounds are likely to experience success with this material, although teachers would need to be familiar with the cultural backgrounds depicted in the Texts for Translation into Dutch and the Reading Texts, to present these successfully to learners. An appreciation of the cultural attitudes of the Dutch of the Netherlands would be necessary for successful presentation of these sections to learners. A teacher would need to be fluent in understanding and taking part in a conversation in Dutch, as well as reading and writing in Dutch, to experience success with this material.

Teachers would require a slight degree of in-service training and teacher experience to implement the material successfully. Teachers with some attachment to orderly procedures would experience most success with this material.

The contents are designed so that learners of both Anglo-Australian and Dutch-Australian backgrounds could experience success with the sections, Grammar, Exercises and Texts for Translation into Dutch. Learners of Dutch-Australian background are likely to be more successful with the Reading Texts. Learners are more likely to experience success with the Reading Texts if they possess an understanding of Dutch cultural attitudes and possess favorable attitudes toward the Dutch of the Netherlands. The contents do not presuppose knowledge of the Dutch language, and learners lacking these skills should experience success with this material to the extent that the implied teaching approach allows, and favorable attitudes portrayed in the subject matter can foster positive motivation for second language learning. Although success with the material is likely to make no identifiable difference in attitudes toward oneself or toward change, it is likely to make a difference in attitudes toward others.

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FUNDAMENTALS OF PRACTICAL DUTCH GRAMMAR

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1 IDENTIFICATION OF RESOURCE MATERIAL

1.1 **Title:** *Fundamentals of Practical Dutch Grammar*

1.2 **Author:** Lambregtse, C.

1.3 **Publisher; Distributor:** William B. Eerdmans Publishing; D.A. Book Depot

1.4 **Addresses of Publisher; Distributor:** 255 Jefferson Avenue S.E., Grand Rapids, Michigan, 49502, United States of America; 11-13 Station Street, Mitcham, Victoria, 3132, Australia

1.5 **Years of copyright:** © 1951, 1953

1.6 **Material medium:** print

1.7 **Components:**

1.8 **Subject area:** second languages

1.9 **Curriculum role:** basic

1.10 **Grade level:** not specified. The analyst believes that the stress given to the terminologies of grammatical forms and structures would render the material suitable for grade 9 through to grade 12.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Community acceptance:** Although the material was developed in the United States of America, there are few evidences of American English. An isolated example occurs in the presentation of metric measurements with American English spellings on page 97.

1.15 **Source:** Material in the second language developed abroad without adaption for use in Australia.

1.16 **Teacher training:** The extent of in-service training necessary to master content and suggested teaching methods is not specified.

1.17 **Preparation:** The extent of out-of-classroom preparation is not specified.

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1.18 **Physical description:** The material is a 190mm by 265mm, 100 page soft cover book. The print is good quality. The aesthetic and technical quality of presentation is fair.

1.19 **Material development:** The author, indicates that he has worked "as a translator and instructor for American and Canadian Armed Forces in the Netherlands and in classroom instruction in the United States....."(iii). Further details concerning material development are not specified.

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2 RATIONALE, RESEARCH AND DEVELOPMENT

2.1 **Rationale:** Three facts have guided the development of the material. The author states: "1. No foreign language can be mastered fully without living for some time among the people who speak it. 2. No foreign language can be learned without making special study of its grammar. 3. No Grammar, regardless of its merits, can consider completely all the facts and facets of a language"(iii). The author's intent is to facilitate the development of reading and writing skills in the Dutch language through consideration of these facts.

The specification of the rationale is obscure.

2.2 **Research and Development:** The natures of validation and pilot trialling, learner-based revision, and reference groups, materials and locations are not specified.

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3 GOALS

3.1 **Goals:** The goals of the material are not specified. It can be inferred that the goal of the material is to present elements of grammatical rules and structures to facilitate second language learning.

The author incorporates memory, comprehension, application and analysis of the cognitive domain into the material. The author incorporates receiving, responding, and valuing of the affective domain into the material.

3.2 **Objectives:** Objectives for each lesson are not specified. It can be inferred that the objective of each lesson is to explain a grammatical rule through comparison of English and Dutch usages. At the conclusion of the explanation, the rule is stated or a summary provided of its features.

Objectives are stated in behavioral or performance terms in the sections titled Review Lesson and Everyday Dutch. The means for demonstration are unclear for the former, although translation from first language to second language is probably intended, whilst translation from second language to first language is specified for the latter. The conditions for demonstrating skills are dependent upon the presence of a teacher. These sections are designed to achieve competence in reading and writing skills of the Dutch language.

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4 CONTENTS

4.1 **Characteristics:** The material consists of a textbook. The reality status of the material is factual. The contents of the material are almost exclusively independent of temporal reference and semantic emphasis.

The linguistic usage in the material in bilingual, with instructions and explanations presented in English and examples presented in Dutch. Standard Dutch is used throughout the text.

4.2 **Scope:** *Fundamentals of Practical Dutch Grammar* is designed to present elementary reading and writing skills for language development in Dutch through sixty-two lessons concerned with grammatical forms, together with additional Review Lessons and translation exercises termed Everyday Dutch. The course commences with introductory lessons presenting Dutch phonics. Most of the succeeding chapters examine a specific grammatical form with two lessons given to syntactic transformation. Review Lessons are presented at intervals, and sections termed Everyday Dutch are designed as translation exercises from the second language to the first language, and there is a poem and prose passage included for the same purpose. There is one section specifically designed for translation from first language to second language although some lessons include exercise sections for the same purpose. Bilingual vocabulary lists are frequently included in the context of the lessons. The structure of the text emphasizes presentation of the grammatical rule of the particular lesson supplemented with exercises designed to reinforce that rule.

There are no teacher materials included but the Preface conveys information to the teacher concerning the author's rationale.

The contents are covered fairly clearly through an extensive variety of short materials. The contents are to be covered once by the learner and all topics must be covered for a satisfactory learning experience. Supplementary materials are not specified. The author states: "The specialist may desire more material than this book has to offer" (iii).

4.3 **Sequence:** The order of the material is based upon learners moving from concrete to abstract, increasing complexity or difficulty. The starting point within the sequence is the same for each learner and because of its consistent arrangement, is determined to some extent by the material. Prior knowledge is the basis for determining the starting point. The course within the sequence is the same for each learner and is determined by the material on the basis of performance on preceding tasks. Optional sequences are not available.

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5 METHODS

5.1 **Recommendations for use:** A description of the teaching-learning method is not specified.

5.2 **Type of learning environment:** The material is designed for second language learning in the classroom or for self-study. Activity groupings involve learners arranged in groups, but the sizes and abilities of groups unspecified, or for individual learners.

5.3 **Nature of interaction:** Resource material-to-learner action is predominantly prompted by the learning approach adopted.

5.4 **Teacher and learner roles:** Within the conduct of teacher and learner roles, it is intended that the teacher initiates the processes.

5.5 **Teaching approach:** It can be inferred from the contents that the grammar-translation method is to be applied for classroom implementation or for self-study. However only certain elements of grammar-translation methodology are employed in each lesson: explanation of the grammatical rule, and vocabulary presented through bilingual lists; and translations presented in additional sections. There are no reading passages.

5.6 **Learning approach:** It can be inferred from the contents that the learning approach is through didactic instruction.

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6 OUTCOMES

6.1 **Responses:** The author expects learners to achieve competence in reading and writing skills in the Dutch language through sequenced presentation of grammatical forms and structures and vocabulary. The approach depends upon the grammatical rule of the lesson being learnt in the context of initial examples, presentation of the grammatical rule, and translation exercises. Responses are not specified and must be inferred from the contents.

Response to the material is intended to be objective with limited scope for subjective response to the material. Objective response is stressed primarily through presentation of form in examples and translation with meaning regarded as secondary.

The method of presentation of the material is graphic (written about), and the method of response to the material is graphic (read) and graphic (written about).

6.2 **Outcomes:** Reading and writing skills are treated in the material. Configurational sequence: The author has restricted sight vocabulary initially within the statements of grammatical rules, vocabulary lists and exercises. Sight vocabulary

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is treated in the tradition of the grammar-translation method. Treatment of structural analysis is restricted to the context of verb prefixes. Graphophonic sequence: There is an initial treatment of phonic skills related to short and long vowels, and diphthong digraphs. Letter recognition and blending are not treated. Syllabification is treated throughout the text in appropriate contexts. Syntactic transformation: Syntactic transformation is treated twice in the text in simple and compound sentences. Grammatical structures involved in syntactic transformation are introduced in the first section. Semantic operators: Nonverbal cues, idiomatic associations and intonational patterns are treated in the grammatical context. The teaching method advocated has placed emphasis upon the presentation of grammatical rules and structures within the text.

The material does not incorporate value positions within the contents.

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7 EVALUATION

7.1 **Specification:** Testing has not been specified for evaluation purposes. Review Lessons and Everyday Dutch, together with translation exercises in particular sections, provide means for evaluating learner progress through written exercises.

7.2 **Purpose:** The written exercises have been developed to evaluate mastery.

7.3 **Outcomes:** Learners are required to apply knowledge, comprehension, application and analysis to complete the exercises.

7.4 **Means:** The assessment form and type are not specified. Short answer procedures and essay techniques are applied to learner evaluation. The form or uses of reporting learner evaluation are not specified.

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8 CONTINGENCIES AND CONGRUENCES

8.1 **Contingencies:** The goals, methods and outcomes must be inferred although it is apparent that they are consistent with the approach adopted. The author states that the contents of the material are not intended to be comprehensive, and these are presented in an arbitrary sequence. The evaluation sections included are inadequately specified to achieve their purpose. Although the goals, contents, methods, outcomes and evaluation are contingent at an inferential level, the failure to specify each clearly or to treat each in its entirity so that the parts accumulate as a whole, limits the extent to which the material will achieve educational outcomes for which it is designed.

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The course could be incorporated into a grammar-translation approach to learning Dutch as a second language. Since the text does not fully develop this approach, it would be essential to supplement the course with alternative reading materials. The strict adherence in the course to the grammar-translation method would severely limit its scope for implementation in programs for learning Dutch as a second language.

8.2 **Congruences:** The grammar-translation method adopted in the course does allow for limited congruence with a compatible program if account is taken of the restricted nature of the contents and their ordering, and lack of reading materials. However, the inadequate premises of the grammar-translation method limits the extent to which the material can be implemented in community language education in Australian schools.

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9 ASSESSMENT AND RECOMMENDATIONS

9.1 **Summary comments:** The material is suitable for use with all learners for community language education.

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10 BACKGROUND CHARACTERISTICS

10.1 **Policies:** The material is likely to be successful with learners in all urban communities, and upper socio-economic groups in Australia. The material is most appropriate to static social groups with conservative attitudes.

The material is suitable for Anglo-Australian and Dutch ethnic groups. The material is not dependent for success upon support from these ethnic communities, and is unlikely to cause conflict between Anglo-Australians and Dutch-Australians.

10.2 **Educational Practices:** The material could be used successfully with learners from upper and middle socio-economic backgrounds, but would be inappropriate for learners from lower socio-economic backgrounds because of its exclusive emphasis upon acquiring grammatical rules. Learners of both Dutch-Australian and Anglo-Australian backgrounds could be expected to experience success with the material.

The material could be most successfully implemented with learners arranged in class groups of similar ability. The material best relates to training in specific skills organized on the basis of a separate subject area. The material is somewhat related to other resource materials used in the immigrant education curriculum.

Modern language teachers are important for successful implementation of this material. Normal classroom space is required when using this material. Additional facilities and equipment are not required.

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10.3 **Program Practices:** Teachers of both Anglo-Australian and Dutch-Australian backgrounds are likely to experience success with this material. If the author's claim to recognize the need for positive motivational attitudes in second language learning are to be met, a successful teacher would be expected to show favorable attitudes toward the culture of the Dutch of the Netherlands. A teacher would need to be fluent in understanding and taking part in a conversation in Dutch, as well as reading and writing in Dutch to experience success with this material.

A quite extensive degree of in-service teacher training and teaching experience would be necessary to experience success with this material. Both Dutch-Australian and Anglo-Australian learners could experience success with the material especially if they possess favorable cultural attitudes towards the Dutch of the Netherlands. Since the contents presume all learners are beginners, monolingual English apeakers should experience success with the material. Learners would need to show competence in knowledge, comprehension, application and analysis to use the material successfully.

Success with the material will make no identifiable difference toward oneself, toward others or toward change.

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HOLLANDS VOOR JOU EN MIJ

1 IDENTIFICATION OF RESOURCE MATERIAL

1.1 **Title:** *Hollands voor jou en mij: A Dutch course for Australian boys and girls in upper primary and lower secondary classes*

1.2 **Developers:** Stam, A., Tillema, P. and Weidmann, G., authors, Harmsen, A., co-ordinator

1.3 **Publisher, Distributor:** Multicultural Education Co-ordinating Committee, Tasmania

1.4 **Address of Publisher, Distributor:** 116 Bathurst Street, Hobart, Tasmania, 7000, Australia

1.5 **Year of copyright:** © 1982

1.6 **Material medium:** print

1.7 **Components**

1.8 **Subject areas:** second languages, social sciences

1.9 **Curriculum role:** basic

1.10 **Grade levels:** grade 5 through to grade 8

1.11 **Academic status:** not specified

1.12 **Educational time block:** It is implied that the course is designed to be used throughout the specified grades.

1.13 **Population characteristics:** Australian learners beginning the study of Dutch as a community language.

1.14 **Community acceptance:** The course was developed in Tasmania, Australia, and judging from the number of Tasmanian references, in particular depiction of a Dutch immigrant settlement at Kingston, the material is most suited to Dutch-Australian children living in that State. However this regional bias would not impede the material being implemented successfully in other localities in Australia with minor modifications.

In presenting Dutch language and culture, the course is linguistically and culturally biased towards the largely Calvinist provinces of the north. Noord-Brabant, Limburg and the Dutch speaking regions of Belgium are overlooked. This is implied when the developers state in the guidelines: "The language to be referred to as '*Hollands*' rather than the less commonly used '*Nederlands*'"(2). Despite the predominance of the Hollandic provinces, it is arguable that such reference elevates the status of regional dialects to that of a standard language, whereas *Nederlands* is applicable throughout the Netherlands and northern Belgium.

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1.15 **Source:** Material in the second language written for Australian needs.

1.16 **Teacher training:** The extent of in-service training necessary to master the content of the material and the suggested teaching method in the material is not specified.

1.17 **Preparation:** The extent of out-of-classroom preparation necessary is not specified. The analysts believe that quite extensive out-of-classroom preparation would be necessary to implement the material successfully.

1.18 **Physical description:** The material is a soft cover, 174mm by 248mm, 135 page book. It contains twenty-three indexed black-and-white photographs, and there are numerous black-and-white illustrations. The material also contains two maps of the Netherlands. Numerous puzzles, quizzes and traditional songs are presented diagrammatically. The print is clear and easily read. The aesthetic and technical quality of presentation is excellent.

1.19 **Material development:** The material was developed by the Multicultural Education Co-ordinating Committee, an agency of the Education Department of Tasmania, through a financial grant provided by a federal institution, the Commonwealth Schools Commission as part of the Multicultural Education Program.

The authors are teachers of the Dutch language in Tasmanian schools whilst the co-ordinator is supervisor of Modern Languages in the Education Department of Tasmania.

The material forms part of a general Multicultural Education Co-ordinating Committee project in Tasmania to develop a Dutch language curriculum for upper primary and secondary levels.

The writer of the Preface states: "As a result of this submission, the Multicultural Education Co-ordinating Committee received $10,000, without which the publication of this book would not have been possible"(1).

The extent of dissemination is not specified. However, dissemination of the material is conducted by the publisher, and the co-ordinator within the development team.

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2 RATIONALE, RESEARCH AND DEVELOPMENT

2.1 **Rationale:** The writer of the Preface states that the course was developed to provide a suitable resource material since "those schools commencing primary Dutch in years 4 or 5 had either to adapt books originally written for adults or to devise their own materials"(1). The developers state: "This book aims at providing a course for Australian boys and girls in Grades 5-8 beginning the study of Dutch as a community language"(2). The purpose is to facilitate the development of listening and speaking skills in the Dutch language.

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The developers' explanation of the rationale is clearly specified.

2.2 **Research and Development:** The natures of validation and pilot trialling, learner-based revision, and reference groups, materials and locations involved, are not specified.

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3 GOALS

3.1 **Goals:** The goals of the course are to develop listening and speaking skills, and to a lesser degree, reading and writing skills in the Dutch language. The developers incorporate memory, comprehension application and analysis of the cognitive domain within the grammatical material, stories, exercises and activities. Receiving, responding and valuing of the affective domain are incorporated into stories and dialogues. The goals of the material must be inferred.

3.2 **Objectives:** The specific objective of each chapter is to focus upon the inductive teaching of grammar through an established series of orally based topics: a grammatical rule is presented in an inductive form; exercises based upon the grammatical rule, prose passages, and exercises designed to prompt questioning techniques follow. Chapter 22, the last chapter, does not follow this pattern; the objective of presenting an alphabetical list of recipes is not specified. Specific objectives are not specified.

Performance or behavioral objectives are not stated in measurable terms. Learners are required to demonstrate achievement orally in the specific objective within the exercises and dialogues, reading in the prose passages and writing in the exercises. Learners are required to express increasing competence through sequencing of tasks in listening, speaking, reading and writing in order to reach levels of performance consistent with grammatical structures presented.

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4 CONTENTS

4.1 **Characteristics:** The material is a textbook, covering both factual and fictional content within topics. Although the content is predominantly contemporary in nature, attempting to relate aspects of Dutch culture to the experiences of Dutch-Australians, historical material is included and there is a degree of attention given to traditional features of Dutch culture. The semantic emphases of the content are economic, geographical, historical and sociological.

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The Dutch language is used throughout the material including instructions to exercises. The material uses standard Dutch although the linguistic content tends toward colloquial language to the extent that certain expressions are culturally charged and difficult to translate especially to the target audience. The language level is beginner.

4.2 **Scope:** *Hollands voor jou en mij* contains twenty-two chapters. The scope of each chapter is contained in the *Inhoud* (table of contents). Each chapter, excepting the last, consists of several sections: an initial section focusing upon inductive teaching of a grammatical rule, prose passages, exercises based upon the prose passages, exercises designed to prompt responses, completion exercises, and vocabulary. Dialogues and word attack skills, puzzles, quizzes, traditional songs, role playing activities, projects, games and colouring exercises are optional topics included in chapters. The quantitative emphasis is placed upon the inductive presentation of grammatical material in each chapter, both in the presentation of the grammatical rule and in other topics.

The material does not contain a description of teacher materials although the developers have included an Introduction outlining guidelines followed for developing the material. However, these guidelines can function as teacher materials in a limited way. In addition to a brief introductory passage, the guidelines are categorised into three sections: General containing twelve guidelines; Vocabulary to be covered containing fifteen guidelines; and Grammar topics containing eight guidelines.

The contents are covered clearly through an extensive variety of short topics. The content is to be covered once by the learner and all topics must be covered for a satisfactory learning experience. Supplementary materials are not specified.

4.3 **Sequence:** In the general guidelines the developers state: "Most chapters to contain sections to challenge beginners and advanced learners"(2). Despite the implications of this statement, the content is designed to move from concrete to greater complexity. The starting point within the sequence is identical for each learner in a class group, and determined by the teacher on the basis of prior knowledge. The course within the sequence is the same for each learner and determined by the teacher on the basis of performance in preceding tasks or interests. Optional sequences are available to learners through open-ended alternatives.

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5 METHODS

5.1 **Recommendations for use:** In referring to use in the material of the second language only, the developers state: "No English used in text to leave teachers a flexible approach"(2). Additional specification of teaching- learning methodology is

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not made, and although this statement implies that teachers may determine their own approaches, the nature of the material determines the teaching- learning methodology to be adopted for second language instruction. The use of the second language only throughout the contents is apparently a consequence of the implicit teaching approach adopted: the direct method. However, in the end reference to use of a 'flexible approach' remains ill-defined since the exercises state clearly what learners are expected to undertake. The description of the teaching- learning method is obscure and not comprehensive since its detail must be inferred. The description is located in the Introduction.

5.2 **Type of learning environment**: Although the material is designed essentially for second language development and bicultural education in the classroom, topics included also apply to home economics, and music and dance education. Additionally, the developers state in the guidelines: "Pupils compelled to seek assistance from Dutch-speaking acquaintances"(2). It is feasible that in these circumstances, flexible approaches in line with prevailing methods in these areas would be appropriate.

For most tasks learners are arranged in class groups but the abilities of these groups remain unspecified by the developers. Occasionally learners are required to be grouped in pairs or small groups for certain topics.

5.3 **Nature of interaction**: Contacts prompted in the learning approach adopted involve predominantly teacher- learner- resource material interaction.

5.4 **Teacher and learner roles**: Within the conduct of teacher and learner roles, it is intended that the teacher initiate the processes.

5.5 **Teaching approach**: It can be inferred from the contents that the direct method should be applied if the material is to be implemented successfully. Characteristics of the direct method are incorporated into the teaching- learning methodology and contents: all classroom language, including the language of instructions, exercises and teacher talk, is in the second language; grammatical rules and structures are presented inductively with learners being required to infer the rules of the target language; and each lesson involves the presentation of topics intended to interest learners to the extent that responses will provide examples of the target structures. An evident qualification in the presentation of the teacher materials is evidenced since the developers fail to adequately specify such details concerning the teaching methodology.

5.6 **Learning approach**: The learning approach is a combination of didactic instruction, discussion and questioning methods,

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discovery method and inquiry method, and role-playing, simulation and games. Whereas a substantial part of the contents is presented to the learner through lecture and verbal presentation, learners are also required to negotiate grammatical rules and structures through discussion (for example in dialogues), and questioning (exercises designed to prompt questioning techniques), discovery method (inductive presentation of grammar), and inquiry method (questioning Dutch speaking acquaintances).

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6 OUTCOMES

6.1 **Responses:** The emphasis placed by the developers upon offering teachers a flexible approach in implementing the material limits the degree to which responses can be specified or inferred. Specific intended responses are stated in the instructions to learners at the commencement of topics. The developers expect learners to acquire literary, as well as aural and oral, competencies in the Dutch language through the presentation of a variety of topics including grammatical rules and related exercises, dialogues, stories, exercises designed to prompt questioning, and activities. It can be inferred that musical, dancing and cooking activities are designed to form culture-related attitudes and skills. Specific intended responses are specified especially if related to second language learning although broad responses are not indicated.

Within the context of second language instruction, the teaching approach implicit in the material requires that learners respond objectively to grammatically based exercises. Although unspecified, this inferrence must be drawn if the material is to be implemented successfully. The developers do not specify that learners are required to make objective responses to culture-related content in the material. Although the 'Australian flavour' of stories and non-sexist basis of the contents are aimed at moulding subjective responses by learners, subjective responses are not specified.

The method of presentation of the material is aural, oral, graphic through reading, and pictorial. The method of response to the material is oral and graphic through both reading and writing. Pictorial, kinesic, tactile and olfactory responses may contribute to response transmissions.

6.2 **Outcomes:** In the context of second language learning, listening, speaking, reading and writing skills are each treated independently with an emphasis placed upon aural and oral skills. The developers do not specify in measurable terms the extent of achievement in each skill although it is implied that learners are expected to show evidence of listening, speaking, reading and writing skills at the beginning of the course and to develop each during its progress. However, the extent

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of the development of listening, speaking, reading and writing, despite each skill appearing regularly throughout the contents, cannot be inferred from the contents.

Predictable outcomes for second language learning through implementing *Hollands voor jou en mij* can be categorised as follows. Configurational sequence: Sight vocabulary is restricted initially within the contents but learners are expected to achieve rapid progress thereafter; structural analysis is also introduced early and the developers indicate relationships between structurally derived words. Graphophonic sequence: Phonics and syllabification are dependent upon aural and oral communications rather than strategies developed within the contents. Syntactic transformation receives attention in the contents through conversational dialogues. Semantic operators: Lexical and grammatical operators are stressed in the contents whilst non-verbal and intonational operators are neglected; the stress upon making grammatical points does not allow contextual requirements to be fully met although the developers have stressed cultural reference within the material.

Although *Hollands voor jou en mij* is essentially a second language material, content of a bicultural nature is incorporated within the subject matter. This material presents facts, concepts and generalizations concerning economic, geographical, historical and sociological accounts of the culture of the Dutch of the Netherlands and Dutch-Australian culture.

The affective subject matter of *Hollands voor jou en mij* incorporates value positons involving indoctrination, clarification and analysis. The literary themes presented in the fictional prose passages apply indoctrination and clarification of Dutch-Australian cultural values. The factual prose passages embody indoctrination, clarification and analysis of cultural values pertaining to Dutch culture of the Netherlands. The emphasis is placed upon indoctrination and clarification of value positions in the presentation of literary themes within prose passages. Indoctrination, clarification and analysis is applied within subject matter related to cultural identification with the emphases placed upon indoctrination and clarification. In terms of developing favorable motivational attitudes to second language learning, the teaching approach with its emphasis upon inductive grammatical study presumes considerable motivation on the part of learners. However, the stress the developers place upon cultural relevance of the subject matter enhances motivation through forming favorable bicultural attitudes. Value positions involving indoctrination, clarification and analysis are consistent with the cognitive style of Dutch-Australian learners, but are less appropriate to the cognitive style of Anglo-Australian learners who may require that commitment is involved in value positions of the subject matter.

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7 EVALUATION

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7.1 **Specification:** There is no specific evaluation design provided in the material. Each chapter contains exercises that maybe applied to the assessment of student progress. These include oral exercises based upon prose passages, oral exercises designed to prompt oral responses, and completion exercises.

7.2 **Purpose:** The exercises are designed to indicate mastery of particular target structures of grammar.

7.3 **Outcomes:** Learners are required to apply knowledge, comprehension, application and analysis to complete the exercises.

7.4 **Means:** Techniques applied in oral exercises include completion items and short answer procedures. Forms of reporting learner evaluation are not specified.

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8 CONTINGENCIES AND CONGRUENCES

8.1 **Contingencies:** The antecedents, transactions and outcomes within *Hollands voor jou en mij* are contingent but this has only been attained at the expense of balance between each construct of the design. The background characteristics indicate that this material is suitable for the target learner groups. The implied goals and objectives are attainable. The contents follow an established sequence with some variations and the material has been written with the target audiences in mind. However the implied teaching method has affected the nature of the contents through its restriction to second language usage. Furthermore, the developers' specification of the teaching- learning method as a flexible approach is misleading since the intrinsic relationship between the contents and method they employ determines the approach to be adopted. Although the developers do specify intended responses in the context of specific topics, it is apparent that predictable outcomes cannot always be achieved through the designs presented. It is unlikely that outcomes from the configurational and graphophonic sequences can be met without supplementary materials. Moreover, the evaluation design is inadequate to effectively measure learner outcomes. In sum, predicted outcomes from implementation of the material will be determined to an undue degree by application of the implied teaching method.

Given the qualifications upon contingencies within the material, *Hollands voor jou en mij* could be successfully implemented in particular programs with certain reservations. The background characteristics necessitate that successful implementation of this material requires teachers fluent in the Dutch language and conversant with the bicultural aspects incorporated in the material. The implicit nature of goals and objectives imposes a constraint upon successful implementation. The contents are appropriate to particular instructional settings within Australian schools. It is possible

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that the material would only be successfully implemented by teachers committed to the implied teaching approach. The inadequacies of the designs to achieve outcomes in several critical areas of second language acquisition, together with the lack of adequate strategies to measure outcomes, limit the extent to which implementation will result in successful educational outcomes.

8.2 **Congruences:** Limited congruence can be established between this material and particular immigrant education programs. The developers are keenly aware of the background characteristics applying to implementation of the material and have provided appropriate contents, but the constraints of the methodology, limitations upon attainment of outcomes and lack of an evaluational design, restrict congruences that can be established.

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9 ASSESSMENT AND RECOMMENDATIONS

9.1 **Summary Comments:** *Hollands voor jou en mij* is suitable for use with all learners for community language education and bicultural education.

This material has been state adopted in such programs in schools in Tasmania. The material has also been widely used in such programs in other Australian states.

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10 BACKGROUND CHARACTERISTICS

10.1 **Policies:** The material is likely to be successful in all urban and rural settings in Australia, and across all socio-economic classes in Australian society. The material is applicable to both mobile and static social groups and is directed toward liberal attitudes in the community.

The material is likely to be successful with both Anglo-Australians and Dutch-Australians. Generally the material is not dependent upon support from the Dutch ethnic community, although assistance from Dutch speaking acquaintances is required for certain inquiry activities. The material is unlikely to cause conflict between Anglo-Australians and Dutch-Australians.

10.2 **Educational Practices:** The material could be used successfully with learners from all backgrounds in Australian society, although prior knowledge of the Dutch language would be advantageous. Each chapter of the material is organized into a series of short topics, which in some cases would be most appropriate for learners arranged in class groups of mixed abilities, and in other cases learners arranged in small groups of mixed abilities.

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The purpose of the material is directed toward general education and could be used successfully within an integrated approach across subject areas. The material is well-related to other resource materials used in grade 5 through to grade 8 immigrant education curriculum.

Modern language, social science, speech and drama, home arts and crafts, and music staff of the school are important in varying degrees to the successful implementation of the material. The material requires normal classroom space for its use, and additional facilities and equipment are not required.

10.3 **Program Practices:** Teachers of Anglo-Australian and Dutch-Australian backgrounds with lengthy residences in both Australia and the Netherlands would experience most success with this material. Teachers would need to show tolerant attitudes toward the target ethnic groups and be aware of current bicultural issues in Australia and the Netherlands to experience success. Teachers would need to be able to understand, speak, read and write fluently in the Dutch language to successfully implement the material.

The implicit nature of the teaching method together with the unlimited scope of teaching - learning approaches that developers state may be adopted, suggest that teachers would require quite extensive in-service training to implement the material successfully. Quite extensive teaching experience would be necessary to implement this material successfully. A teacher with some attachment to flexible procedures would be most successful implementing the material.

Although both Anglo-Australian and Dutch-Australian learners would experience success, the latter group is likely to experience greater success with this material. However to experience success learners would need to be receptive to a range of cultural attitudes relating to Australia and the Netherlands. Learners should show competence in the areas of knowledge, comprehension, application and analysis of the cognitive domain to use this material successfully. Success with this material is likely to make a difference to learners' attitudes toward themselves, toward others and toward change.

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INTRODUCTION TO DUTCH

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1 IDENTIFICATION AND BACKGROUND

1.1 **Title:** *Introduction to Dutch: A Practical Grammar*

1.2 **Author:** Shetter, W. Z.

1.3 **Publishers:** Australasian Educa Press Pty Ltd.; Uitgeverij Martinus Nijhoff b.v.

1.4 **Address of Publisher:** 74 Railway Road, Blackburn, Victoria, 3130, Australia (P.O. Box 186, Blackburn, Victoria, 3130); Morssingel 9-13, 2312AZ, Leiden, Nederland.

1.5 **Years of copyright:** © 1958, 1961, 1967, 1974, 1984

1.6 **Material medium:** print

1.7 **Component:** *Introduction to Dutch: A Practical Grammar* is designed as a basic grammar for use with the supplementary reader, *Een goed begin ... A contemporary Dutch Reader*. The author states: "The successor to *Een goed begin ...*, which faithfully accompanied the *Introduction* through two-thirds of its life, is in preparation as this is being written. *Reading Dutch* will offer graded and exhaustively annotated contemporary literary selections and poems "(6).

1.8 **Subject area:** second languages

1.9 **Curriculum role:** basic

1.10 **Grade levels:** The author states: "It has long since proven its usefulness as a text for elementary classes ..."(5). The analyst believes the material is more suited to the upper secondary level.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** The author states: "The *Introduction* today is an attempt to meet the need of those both in and out of the classroom. It has long since proven its usefulness as a text for elementary classes, without ever abandoning its loyalty to the independent struggler"(5).

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1.14 **Community acceptance:** The material presents the culture of the Dutch of the Netherlands in contemporary terms although with reference to traditional features. The English texts to the translation and reading passages contain examples of American English in terms, spellings and phraseology. Meanings of such examples of American English may not be apparent to learners in Australian schools.

1.15 **Source:** Material in the second language developed abroad without adaptation for use in Australia.

1.16 **Teacher training:** The extent of in-service training necessary to master the content and suggested teaching methods in the material is not specified.

1.17 **Preparation:** The extent of out-of-classroom preparation is not specified. The analyst believes that slight preparation is necessary.

1.18 **Physical description:** The text is a 147mm by 215mm, soft cover book. The quality of paper and printing is excellent, but the size of print is small. The aesthetic and technical quality of presentation is excellent.

1.19 **Material development:** W. A. Shetter is a faculty member of the Department of Germanic Studies, Indiana University, Bloomington, Indiana, 47406, U.S.A.

The author infers that the material was developed to provide a grammar for formal instruction in the Dutch language.

The natures of funding and dissemination are not specified.

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2 RATIONALE, RESEARCH AND DEVELOPMENT

2.1 **Rationale:** The author states: "In the mid-50's it was difficult to find any formal instruction in the Dutch language, and those with a need for - or just curiosity about - the language were apt to find themselves making do, as I had once done, on their own ... This expansion of opportunities has naturally stimulated the creation of a wide and still-growing selection of pedagogical materials for English speakers, mostly designed for classroom use. The *Introduction* today is an attempt to meet the need of those both in and out of the classroom"(5).

The purpose of the course is to develop reading and writing skills in the Dutch language.

The rationale is very clearly specified.

2.2 **Research and Development:** The natures of validation and pilot trialling are not specified. However the author states: "All these various improvements come, directly or indirectly, through the practical use of the grammar in situations where very little that is unclear or poorly conceived has much chance

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of passing unnoticed. Every revision - on an average of one every six years - has owed special gratitude to those with sharp eyes, shrewd assessment of a need and a willingness to offer suggestions. By now this host includes so many colleagues and so many generations of students and other users that individual acknowledgements of indebtedness are not practical. I continue to invite any and all criticisms and suggestions"(6). The natures of learner-based revision, reference groups, materials and locations involved are not specified.

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3 GOALS

3.1 Goals: It can be inferred that the goals of the material are to develop reading, writing, and to some extent listening and speaking skills, in Dutch, and to develop an appreciation of the culture of the Dutch.

The author incorporates memory, comprehension and application within the text. The author incorporates receiving, responding and valuing within the text.

3.2 Objectives: Objectives for each lesson are not specified. It can be inferred that the objective in each lesson is to explain a set of related grammatical rules and offering appropriate examples with English translations.

Behavioral objectives are not specified in measurable terms. Learners are required to comprehend lists of vocabulary and idiomatic expressions, complete written exercises intended to demonstrate achievement in the grammatical forms of the lesson, translations of materials incorporating the grammatical rule from Dutch to English. The conditions for demonstrating objectives are dependent upon the presence of a teacher in the classroom or a learner for self-study. The author expects learners to perform the application of grammatical rules correctly and achieve competence at the levels of reading, writing and speaking required.

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4 CONTENTS

4.1 Characteristics: The material is a textbook. The reality status of the subject matter is factual containing contemporaneous references to the Netherlands. The semantic emphases of the material are economic, geographical, political, sociological and social psychological.

The linguistic usage in the material is bilingual with instructions in English and the contents in Dutch. Standard Dutch is used throughout the material although a literary rather than the colloquial style has been employed. The language level is beginner.

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4.2 Scope: The contents of the learner materials consist of twenty-nine chapters listed in the Table of contents. The chapters are titled Pronunciation, Spelling, The plural, Articles and demonstratives, Personal pronouns (the verb), The verb 'Hebben' and 'Zijn' Imperative, Reading selections The place of the verb, The adjective The adverb comparison, Object pronouns and Units of measurement, Reading selections, The past tense ('weak' verbs), The past tense ('strong' verbs), Some irregular verbs The past perfect tense, Modal auxiliaries Verb plus infinitive, The future The present participle and the infinitive, Review and reading, Separable prefixes, Conjunctions, relative pronouns, Word order: the places in the sentence, The word 'er' Prepositional compounds, Diminutives, The passive voice, Reading selections, Telling time, Idiomatic usages of some common verbs, Word formation and derivation and Three stories.

The format of each chapter in the main body of the text is common: the grammatical rule is presented initially followed in order by a bilingual vocabulary list; idiomatic expressions; and written exercises designed to provide practice in the rule of the lesson, and translation exercises from second language to first language, and first language to second language. The review lessons follow a similar format.

The contents are covered clearly through an extensive variety of short topics. The content is to be covered once by the learner and all topics must be covered for a satisfactory learning experience. Supplementary materials are recommended.

4.3 Sequence: The order of the material is based upon learners moving from concrete to abstract, increasing complexity or difficulty. The starting point within the sequence is the same for each learner, and because of its consistent arrangement, the starting point is determined to some extent by the material. Prior knowledge is the basis for determining the starting point. The course within the sequence is the same for each learner and is determined by the teacher on the basis of performance in preceding tasks. Optional sequences are not specified.

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5 METHODS

5.1 Recommendations for use: The author states: "The presentation of the grammar makes every effort to remain compact and as self-explanatory as possible, maintaining what has always been acknowledged to be the book's strongest points. The heart of all the practice material is still the 'Practice sentences', the precise uses of which are left up to the needs and ingenuity of the user: simple translation, question and answer practice, or substitution drills. For home use, an English translation of all these sentences is provided in an appendix.

The user will find numerous 'Summaries' set off in boxes, an occasional little 'By the way-' comment on some point about language or culture, and a variety of visual schemes, illustrations and cartoons, all done by the author. Each chapter

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includes a few sample exercises, here and there brightened up with an illustrative scheme or cartoon. Dialogs have been included in most chapters, good for learning by heart and as a basis for classroom conversation. The English dialog in each chapter can be used for translation back into Dutch or as a set of cues for rapid review. The photographs introduced in this edition add a little extra window onto everyday Dutch life and can also be put to good use in stimulating conversation. But none of this is intended to be fully adequate to teaching needs: introduction of drills, newspaper material, poems and popular songs and the like must be left up to the instructor."(5-6).

The description of the teaching-learning method is quite clear, comprehensive and located in the Preface to the first edition.

5.2 **Type of learning environment:** *Introduction to Dutch: A Practical Grammar* is designed for use either in the classroom or for self-study.

The material is designed for either individual learners for self-study or learners arranged in groups, but the sizes and abilities of groups are unspecified.

5.3 **Nature of interaction:** Resource material-to-learner action is predominantly prompted by the learning approach adopted.

5.4 **Teacher and learner roles:** It is intended that the teacher initiate processes within the classroom and the learner initiate processes within a self-study situation.

5.5 **Teaching approach:** It is inferred from the author's explanation that the grammar translation method should be applied during instruction. Characteristics of the grammar translation method incorporated in the material are explanation of the grammar rule, presentation of vocabularies in bilingual lists, and exercises designed to provide practice on the grammar and vocabulary of the lesson, and reading passages are included in separate chapters.

5.6 **Learning approach:** It can be inferred from the contents that learning occurs through didactic instruction.

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6 OUTCOMES

6.1 **Responses:** The author expects learners to achieve competence in reading, writing, listening and speaking skills in the Dutch language through sequenced presentation of grammatical forms, structures and vocabulary.

Learners are required to respond in written form to specified tasks: completion exercises and translation exercises.

The method of presentation of the material is by graphic means through reading, and method of response is oral (spoken about) and graphic (read about).

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6.2 **Outcomes:** Reading and writing skills are treated predominantly within the contents and there is also restricted treatment of listening and speaking skills. Configurational sequence: Learners are expected to master sight vocabulary initially through the bilingual vocabulary lists and exercises. Structural analysis is systematically presented to learners in the twenty-eighth chapter although introduced in earlier chapters. Graphophonic sequence: Letter recognition is presented initially in the second chapter. Blending, digraphs and syllabification are not treated in the text. Syntactic transformations: The grammatical forms of syntactic transformation are treated in the seventh chapter and twenty-first chapter in relation to placement of the verb within the sentence structure. However, grammatical structures involved in syntactic transformation are first introduced in the exercises of the fifth chapter. Semantic operators: Lexical constructions in the form of idiomatic expressions are introduced in the fourth and succeeding chapters. The teaching method advocated has placed emphasis upon the presentation of grammatical rules and structures within the text. Intonational patterns are treated descriptively or through a pronunciation scheme.

Affective outcomes are presented through a value position of indoctrination. The author refers to both American and Dutch culture. The author does specify strategies in the text that recognize the motivational relationship between favourable cultural attitudes and achievement in second language learning. The author has not developed the subject matter to the cognitive styles of Anglo-Australian or Dutch-Australian learners.

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7 EVALUATION

7.1 **Specification:** Tests have not been specified for evaluation purposes. Written exercises have been developed to assess learner progress.

7.2 **Purpose:** The written exercises have been developed to evaluate achievement.

7.3 **Outcomes:** Learners must apply knowledge, comprehension and application to written exercises.

7.4 **Means:** Written exercises involve cloze procedures and short answer procedures. Tabulation and uses of reporting of learner evaluation are not specified.

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8 CONTINGENCIES AND CONGRUENCES

8.2 **Contingencies:** The antecedents, transactions and outcomes within *Introduction to Dutch* indicate moderate contingency between antecedents, transactions and outcomes.

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The goals, methods and outcomes must be inferred although it is apparent that they are contingent to the method adopted. The evaluation scheme included is inadequately specified. These inadequacies limit the extent to which the material will achieve educational outcomes for which it is designed. This is indicated in the material within the configurational sequence and graphophonic sequence.

The material would be more successful if implemented in conjunction with the reader, *Een goed begin ...* , preferably together with other materials.

Implementation, however, would not proceed without problems because of limitations within the material. The teacher material is inadequate in providing information for classroom use, and for implementing the material teachers are required to infer most of the important features. It is evident that the population characteristics render the material unsuitable for use in Australian schools.

8.2 **Congruences:** The grammar-translation method adopted in the course does allow for limited congruence with a compatible program in second language instruction.

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9 ASSESSMENT AND RECOMMENDATIONS

9.1 **Summary comments:** *Introduction to Dutch: A Practical Grammar* is suitable for use with all learners for community language education.

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10 BACKGROUND CHARACTERISTICS

10.1 **Policies:** The material is likely to be successful in all urban settings in Australia and higher socio-economic classes in Australian society. The material is more applicable to static social groups, and is directed toward conservative and liberal attitudes within the community.

The material is likely to be successful with both Anglo-Australians and Dutch-Australians. The material is not dependent for success upon support from these ethnic communities, and is unlikely to cause conflict between Anglo-Australians and Dutch-Australians.

10.2 **Educational practices:** The material could be used successfully with learners from all social backgrounds but would be especially successful with learners from upper and middle socio-economic backgrounds because of the emphasis given to developing reading and writing skills through the teaching of grammatical rules. The subject matter has been designed so that

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learners of both Anglo-Australian and Dutch-Australian backgrounds could experience success.

The material would be most successfully implemented with individual learners and learners arranged in class groups of similar ability. The material best relates to training in specific skills organized on the basis of a separate subject area. Modern language teachers are important for successful implementation of this material. Normal classroom space is required when using the material. Additional facilities and equipment are not required.

10.3 **Program practices:** Teachers of Anglo-Australian and Dutch-Australian backgrounds are likely to experience success with this material, although teachers would need to be familiar with the cultural background of the Netherlands to present the subject matter successfully to learners. A teacher would need to be fluent in understanding and taking part in a conversation in Dutch, as well as reading and writing in Dutch, to experience success with this material.

Teachers would require a slight degree of in-service teacher training and teacher experience to implement the material successfully. Teachers with some attachment to orderly procedures would experience most success with this material.

The contents are designed so that learners of both Anglo-Australian and Dutch-Australian backgrounds could experience success with the sections of each chapter.

Learners of Anglo-Australian and Dutch-Australian backgrounds are likely to experience success with the material. The contents presume that all learners are beginners, and consequently monolingual English speaking learners should experience success. Learners would need to show competence in knowledge, comprehension and application to use the material successfully. Although success with the material will make no identifiable difference in attitudes toward oneself or toward change, it is likely to make a difference in attitudes toward others.

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LEARN DUTCH

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1 **IDENTIFICATION OF RESOURCE MATERIAL**

1.1 **Title:** *Learn Dutch: A Basic Grammar and Reader for Beginners*

1.2 **Author:** Smith, B.

1.3 **Distributor:** Spectrum Bookshop

1.4 **Address of Distributor:** 72 Maroondah Highway, Croydon, Victoria, 3136, Australia

1.5 **Year of copyright:** © n.d. B. Smith

1.6 **Material medium:** print

1.7 **Components:** The components are described by the author as: Part 1: "reading and writing simple Dutch stories and sentences written in the present tense"; and Part 2: "is an extension of part 1 and deals with past and future tenses, word order and other parts of grammar" (Preface).

1.8 **Subject area:** second languages

1.9 **Curriculum role:** basic

1.10 **Grade levels:** not specified The analysts believe that Part 1 can be implemented in grade 6 or grade 7 in the initial year of second language instruction; and Part 2 can be implemented in grade 8 of Australian schools.

1.11 **Academic level:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Community acceptance:** The author states: "*Learn Dutch* is based on experience of language instruction at an institute for English speaking students in Melbourne" (Preface). The contents of the material apparently acknowledge this aspect of second language instruction implicitly. There are no explicit depictions of the culture of Anglo-Australians or Dutch-Australians contained in the subject matter.

1.15 **Source:** Material in the second language written for Australian needs.

1.16 **Teacher training:** The extent of in-service training necessary to master the content and suggested teaching methods in the material is not specified.

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1.17 **Preparation:** The extent of out-of-classroom preparation is not specified.

1.18 **Physical description:** The two component texts are each 210mm by 295mm. Part 1 has 59 pages, and Part 2 has 70 pages. The component texts have soft covers with noncommercial spiral binding that is inappropriate for extensive classroom use. Black-and-white hand-drawn illustrations and typewritten print are featured in both components. The text perpetuates a number of typographical errors. The size and quality of print are adequate for reading. The aesthetic and technical quality of presentation is fair.

1.19 **Material development:** The author is a teacher of the Dutch language in Victoria, Australia. Her authorship of this text has been supported by Mr E. Hamer of the Saturday School of Modern Languages, Melbourne and Mr B. Donaldson, lecturer at the University of Melbourne.

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2 RATIONALE, RESEARCH AND DEVELOPMENT

2.1 **Rationale:** The author states: "This book is intended as an introduction to the Dutch Language" (Preface). The text is an introductory course intended to develop reading and written language skills systematically in the Dutch language.

The specification of the rationale is obscure.

2.2 **Research and Development:** The natures of validation and pilot trialling, learner-based revision, and reference groups, materials and locations are not specified.

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3 GOALS

3.1 **Goals:** The goals of the material are specified. The author states that the goals of the material are: "Part 1 attempts to familiarize the student with reading and writing simple Dutch stories and sentences, written in the present tense"; and Part 2 is an extension and also familiarizes the student with reading and writing of simple Dutch stories and deals with past and future tenses, word order and other parts of grammar" (Preface).

The author incorporates memory, comprehension, application, analysis and synthesis in presenting the subject matter. Memory and comprehension are required in both component parts to deal with the subject matter presented, and application is required in both parts to apply grammatical rules and structures in exercises. Analysis and synthesis are required mainly in Part 2 for prose composition.

The author incorporates receiving and responding into the presentation of reading material, question responses and exercises.

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3.2 **Objectives:** Objectives for each lesson must be inferred. Objectives for each lesson comprise instruction in a grammatical rule, generally reinforced by exercises related to that grammatical rule. Some lessons contain additional objectives, for instance, teaching idiomatic expressions.

Behavioral or performance objectives are not stated in measurable terms. Learners are expected to demonstrate skill in understanding and recalling grammatical rules through exercises and translations of reading passages. The conditions for demonstrating achievement depends upon the presence of a teacher. The author expects learners to perform the application of grammatical rules correctly and achieve competence at the levels of reading, writing and speaking required.

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4 CONTENTS

4.1 **Characteristics:** The material consists of a set of two component textbooks. The reality status of the material is fictional, and although reference is made to the Netherlands and Australia, it is not possible to establish these references temporally although they are generally contemporaneous. The semantic emphases of the material are geographical, historical and sociological.

The linguistic usage in the material is bilingual, with instructions in English and the contents in Dutch. Standard Dutch is used throughout the material. However the complicated nature of grammatical and sentence structures referred to in Part 2 of the material, has led the author to employ a literary rather than colloquial style of standard Dutch. The language level is beginner.

4.2 **Scope:** The contents of the learner materials can be listed by lessons according to topics. The topic of each lesson is indicated within the Contents of each component part. Grammatical forms included in Part 1 are: formation of plurals (lesson 3); demonstrative and personal pronouns (lessons 4 and 5); conjugation of the verb 'to have' (lesson 5); numbers (lesson 6); conjugation of regular verbs (lesson 8); conjugation of reflexive verbs (lesson 9); adjectives (lesson 10); possessive pronouns (lesson 11); and configuration of the verbs 'to do', 'to go', 'to stand' and 'to see' (lesson 12). Phonics is treated in lesson 1, and syllabification in lesson 2. Additional topics treated in Part 1 are: weekdays (lessons 6 and 9), and time (lesson 10). Grammatical forms included in Part 2 are: past tense of regular verbs (lesson 1); past tense of irregular verbs (lesson 2); the perfect tense of verbs (lesson 3); conjunctions and relative pronouns (lesson 5); progressive form of verbs (lesson 6); modal verbs, future tense, cardinality and ordinality of verbs (lesson 7); separable verbs (lesson 8); passive voice (lesson 9); and uses of the word '*er*' (lesson 10). Syntactic structure is treated

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in lesson 4. Additional topics treated in Part 2 are: letter writing and idiomatic expressions (lesson 3); and currency of the Netherlands and colours (lesson 7).

The contents are covered fairly clearly through an extensive variety of short topics. The content is to be covered once by the learner and all topics must be covered for a satisfactory learning experience. Supplementary materials are not specified.

4.3 **Sequence:** The order of the material is based upon learners moving from concrete to abstract, increasing complexity or difficulty. The starting point within the sequence is the same for each learner and because of its consistent arrangement, the starting point is determined to some extent by the material. Prior knowledge is the basis for determining the starting point. The course within the sequence is the same for each learner and is determined by the teacher on the basis of performance in preceding tasks. The author states: "Each lesson can be extended according to the interest level and ability level of the students" (Preface). However, the author makes no attempt to specify forms that branching may take. However, possibilities for branching could include culture-related activities concerning food habits, money exchange and mythology.

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5 METHODS

5.1 **Recommendations for use:** The description of the teaching-learning method is very obscure and not comprehensive since its detail must be inferred. The author states: "Both Part 1 and Part 2 are written in such a way as to presuppose that the students will be guided by a qualified teacher" (Preface). This is exemplified by the teaching-learning method, which is based upon a grammar-translation approach.

5.2 **Type of learning environment:** The material is designed for second language learning in the classroom with learners arranged in groups, but the sizes and abilities of groups unspecified.

5.3 **Nature of interaction:** Resource material-to-learner action is predominantly prompted by the learning approach adopted.

5.4 **Teacher and learner roles:** Within the conduct of teacher and learner roles, it is intended that the teacher initiates the processes.

5.5 **Teaching approach:** It can be inferred from the contents that the grammar-translation method be applied if the material is to be implemented successfully. Characteristics of the

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grammar-translation method incorporated into the teaching-learning methodology and contents are: priority is placed upon the acquisition of reading and writing skills predominantly through grammatical exercises but later in Part 1 and Part 2 extended through reading passages; explanation of grammatical rules followed by exercises designed to practice these rules; and presentation of vocabulary through bilingual lists.

5.6 **Learning approach:** It can be inferred from the contents that the learning approach is by means of didactic instruction.

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6 OUTCOMES

6.1 **Responses:** Responses are not specified and must be inferred from the contents. The author expects learners to achieve competence in reading and writing skills in the second language through sequenced presentation of grammatical forms and structures, vocabulary and reading passages.

Learners are required to respond in written form to specified tasks: completion and grammar-based completion exercises, translation exercises, essay writing, and reading.

The method of presentation of the material is by graphic means through reading, and by pictorial means. The method of response to the material is graphic in written form.

6.2 **Outcomes:** Reading and writing skills are treated in the material. Configurational sequence: The text follows the practice of restricting sight vocabulary initially and learners are not expected to make unduly rapid progress. Strategies in the text allow for extension of sight vocabulary through picture cues, vocabulary lists, distinguishing words of similar configuration and through reading experiences. Structural analysis is not presented initially and only introduced contextually in the consideration of grammatical structures. Graphophonic sequence: The author has developed strategies for the presentation of phonics and syllabification in the text. The first lesson introduces letter-sound relationships through blending and digraphs. Syllabification is introduced in the second lesson. Syntactic transformation is first presented through memorization in the second lesson. By the fourth lesson, learners are required to complete and translate sentences. Semantic operators: Non-verbal, lexical, grammatical and intonational operators are treated in the text. Although there is an emphasis upon grammatical structures and rules, the author uses other operators at appropriate points in the text to intensify contextual meanings.

Affective outcomes are presented through a value position of indoctrination. Literary themes are developed in short reading passages within the context of the appropriate grammatical rule. The author refers to both Australia and the

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and the Netherlands in the subject matter. However, it is not clear whether the author intends learners to identify with Anglo-Australian culture, Dutch-Australian culture, or the culture of the Dutch of the Netherlands. The author does not specify strategies in the text that recognize the motivational relationship between favorable cultural attitudes and achievement in second language learning. It is not apparent that the author has adapted the subject matter to the cognitive styles of either Anglo-Australian or Dutch-Australian learners.

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7 EVALUATION

7.1 **Specification:** Tests have not been specified for evaluation purposes. Written exercises have been developed to assess student progress. There are sections in both components texts which cover a variety of topics: grammatical forms and structures; reading skills; and writing skills including translation.

7.2 **Purpose:** The written exercises have been developed to evaluate achievement.

7.3 **Outcomes:** Learners must apply knowledge, comprehension and application to written exercises.

7.4 **Means:** Written exercises involve cloze procedures, short answer procedures and essays. Tabulation and uses of reporting of student evaluation are not specified.

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8 CONTINGENCIES AND CONGRUENCES

8.1 **Contingencies:** The antecedents, transactions and outcomes within *Learn Dutch* are contingent to the extent that they are specified or can be inferred. The degree to which specifications or inferences can be drawn varies within the component constructs of the antecedents, transactions and outcomes.

The background characteristics indicate that this material is suitable for target learner and teacher groups in Australian schools without being expressly written for a target audience. The stated goals are attainable within the contexts of grade levels indicated by the analysts, and the inferred objectives would be attainable to the extent that the teaching approach allows since learners are expected to demonstrate achievement of these objectives.

The contingent relationship between antecedents and transactions is characterized in the natures of the contents and methods. The contents are grammatically sequenced in terms of what the author believes is transition from concrete to

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more complex grammatical rules. However, the author has made little attempt to incorporate appropriate bicultural material which limits the degree to which favorable cultural attitudes will affect motivation in second language learning. Although the nature of the teaching approach must be inferred, the grammar-translation approach implied, is consistent with the contents.

The natures of inferred responses and outcomes together are contingent upon antecedents and transactions. Both responses and outcomes are likely to be achieved, to the extent that this is possible through the contents and implied teaching approach. The initial presentation of skills given in the configurational and graphophonic sequences, together with the treatment of syntactic transformation, are sufficiently developed and organized to achieve the intended outcomes. Although a high degree of contingency has been established between the constructs, implementation of the material is likely to depend upon successful application of the teaching approach.

Despite this appraisal, *Learn Dutch* could only be successfully implemented in second language programs with certain reservations. The background characteristics of this material require teachers fluent in the Dutch language. In particular, the implicit nature of the objectives and methodology impose a constraint upon successful implementation. A major restriction upon acquired competence in second language learning, is its dependence upon the grammar-translation method.

8.2 **Congruences:** Moderate congruence can be established between this material and a particular immigrant education program. The grammar-translation method effectively utilized establishes the material's congruence with a program in second language instruction consistent with this approach. However, the inadequate premises of this method limits the scope to which the material can be applied within programs for community language education in Australian schools.

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9 ASSESSMENT AND RECOMMENDATIONS

9.1 **Summary comments:** The material is suitable for use with all learners for community language education.

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10 BACKGROUND CHARACTERISTICS

10.1 **Policies:** The material is likely to be successful with learners in all urban and rural communities, and all socio-economic groups in Australia. The material is also appropriate to both mobile and static social groups, and conservative and liberal attitudes within the community.

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The material is suitable for Anglo-Australian and Dutch ethnic groups. The material is not dependent for success upon support from these ethnic communities, and is unlikely to cause conflict between Anglo-Australians and Dutch-Australians.

10.2 **Educational Practices:** The material could be used successfully with learners from all social backgrounds but would be especially successful with learners from upper and middle socio-economic backgrounds. The material could be successfully implemented with learners of both Anglo-Australian and Dutch-Australian backgrounds.

The material would be most successfully implemented with learners arranged in class groups of similar ability. The material best relates to training in specific skills organized on the basis of a separate subject area. The material is somewhat related to other resource materials used in the immigrant education curriculum.

Modern language teachers are important for successful implementation of this material. Normal classroom space is required when using this material.

Additional facilities and equipment are not required.

10.3 **Program practices:** Teachers of Anglo-Australian and Dutch-Australian backgrounds are likely to experience success with this material, since cultural implications are limited within the contents. A teacher experiencing success with the material would be required to show tolerant attitudes toward Dutch-Australians and the Dutch of the Netherlands. A teacher would need to be fluent in understanding and taking part in a conversation in Dutch, as well as reading and writing in Dutch, to experience success with this material.

A slight degree of in-service teacher training and teaching experience would be necessary to implement the material successfully. A teacher with some attachment to orderly procedures would be most successful implementing the material.

Learners of Anglo-Australian and Dutch-Australian backgrounds are likely to experience success with the material. The contents presume that all learners are beginners, and consequently, monolingual English speaking learners should experience success. Learners would need to show competence in knowledge, comprehension, application, analysis and synthesis to use the material successfully. Although success with the material will make no identifiable difference in attitudes toward oneself or toward change, it is likely to make a difference in attitudes toward others.

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LEVEND NEDERLANDS

1 **IDENTIFICATION OF RESOURCE MATERIAL**

1.1 **Title:** *Levend Nederlands: Een cursus nederlands voor buitenlanders*, herziene uitgave

1.2 **Developers:** Department of Linguistics, University of Cambridge ; Afdeling Toegepaste Taalwetenschap, Vrije Universiteit te Amsterdam (Department of Applied Linguistics, Vrije University, Amsterdam)

1.3 **Publisher; Distributor:** Cambridge University Press

1.4 **Addresses of Publisher; Distributor:** 10 Stamford Road, Oakleigh, Victoria, 3166, Australia (P.O. Box 85, Oakleigh, Victoria, 3166, Australia)

1.5 **Years of copyright:** © 1975, 1984

1.6 **Material media:** print; tapes, set of 7; audiocassettes, set of 5

1.7 **Components:** *Levend Nederlands* consists of the following components.

student textbook
set of 7 reel tapes
set of 5 cassettes

1.8 **Subject area:** second languages

1.9 **Curriculum role:** basic

1.10 **Grade levels and age groups:** not specified It is implied that the material is suitable for learners of all age groups. The analyst believes the contents would be most suited to secondary and tertiary levels of Australian schools.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** The developers state: "*Op deze wijze zal de cursus aan een zo groot mogelijke internationale vraag kunnen voldoen*"(iv). (In this way the course will be able to satisfy an international demand to the greatest possible extent.)

The material is designed to be used by any individual or group for learning Dutch as a second language.

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1.14 **Community acceptance:** Although the material has resulted from collaboration between British and Dutch academics, cultural references relate only to contemporary Dutch communities and family life. The family members and their contacts portrayed in the subject matter of the text are typically representative of Dutch speakers of both the Netherlands and Belgium.

1.15 **Source:** Material in the second language developed abroad without adaptation for use in Australia.

1.16 **Teacher training:** The extent of in-service training necessary to master the content and suggested teaching methods in the material is not specified.

1.17 **Preparation:** The extent of out-of-classroom preparation is not specified. The analyst believes that slight preparation is necessary to implement the material successfully. The teacher, or the learner in a self-study situation, is required to co-ordinate classroom use of the components through organizing the use of the reel tapes or cassettes and the student text-book. In addition, four self-study supplements in Dutch, English, Spanish and French are available to aid preparation and implementation. These supplements are listed in the *Aanbevolen lectuur* (Recommended reading).

1.18 **Physical description:** The text is a 210mm by 297mm, 240 page soft cover book. Each lesson contains a series of black-and-white pictures illustrating the written text. The depictions contained in the pictures are clear but their small size may impose eye strain with the degree of concentrated use intended. The quality of the print is excellent but too small for easy reading. The quality of paper is excellent. The aesthetic and technical quality of presentation is excellent.

Each of the set of seven reel tapes is supplied in a card-board box container. Each track of the tapes runs for approximately 40 minutes at 9, 5 cm per second. Each of the C90 cassettes is supplied in a durable container. The technical quality of both the reel tapes and cassettes is excellent in tape quality, editing, and the commentator's, instructor's and student's voices are well modulated with deliveries being smooth and conversational. Recording fidelity is usually excellent although there are traces of slurring and reverberation. The volume level between tapes is uneven.

1.19 **Material development:** The material was jointly developed by the University of Cambridge, Cambridge, United Kingdom and Vrije University, Amsterdam, Netherlands. Development of the material was supported by the government of the Netherlands.

It can be inferred that the developers possess tertiary teaching experience and have educational and professional affiliations with either the Department of Linguistics, University of Cambridge or Afdeling Toegepaste Taalwetenschap

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(Department of Applied Linguistics), Vrije University.

In the *Voorwoord* (Foreword), the developers state: " *Deze cursus is het resultaat van een jarenlange intensieve en toegewijde samenwerking tussen een aantal Engelse en Nederlandse wetenschapsmensen en docenten, met aamoediging en financiële steun van het Nederlandse Ministerie van Onderwijs en Wetenschappen.*

Het initiatief tot het ontwikkelen van een cursus van deze aard is uitgegaan van de gezamenlijke docenten Nederlands aan Engelse universiteiten. Bij monde van de heer P. K. King, lecturer in Dutch aan de Universiteit van Cambridge, heeft deze Universiteit blijk gegeven van het voornemen een audiovisuele cursus Nederlands samen te stellen. Mede op grond van aanbevelingen van Prof. Dr. A. G. H. Bachrach in zijn kwaliteit van voorzitter van de Nederlandse afdeling der Gemengde Commissie van het Engels Nederlands Cultureel Verdrag heeft het Ministerie van Onderwijs en Wetenschappen positief gereageerd op een voorstel van de Universiteit van Cambridge om aan did initiatief financiële steun te verlenen.

In oktober 1966 werd Drs. P. A. M. Seuren hiertoe als research-assistent benoemd. Na zijn vertrek in oktober 1967 werd de vervaardiging van de cursus anders opgezet en verder uitgevoerd op basis van een nauwe samenwerking tussen enerzijds het Department of Linguistics waarvan de directeur, de heer J. L. M. Trim, M.A., de uiteindelijke wetenschappelijke en financiële verantwoordelijkheid voor de cursus droeg, en anderzijds het Talenpracticum (later: Afdeling Toegepaste Taalwetenschap) van de Vrije Universiteit te Amsterdam onder het Hoofd van de Afdeling Dr. G. D. Jonker en diens opvolger Drs. J. F. Matter.

Een staflid van het Talenpracticum van de Vrije Unversiteit, Mejuffrouw H. Bles, werd benoemd op de post in Cambridge. Zij werkte als cursusschrijfster nauw samen met Mejuffrouw Drs. E. B. Zuidema (thans Mevrouw Willemse-Zuidema), eveneens staflid van het Talenpracticum van de Vrije Universiteit. Na het huwelijk van Mejuffrouw Bles en haar vertrek naar Oslo zette Mejuffrouw Zuidema het schrijven van de cursus voort en herzag de dialogen en oefeningen aan de hand van de ervaringen die met de cursus in de praktijk in Cambridge en aan de Vrije Universiteit waren opgedaan. Mejuffrouw Zuidema is de voornaamste creatieve kracht achter de cursus zoals die nu tot stand is gekomen"(iv). (This course is the result of many years of cooperation between some English and Dutch scientists and teachers, who were subsidized by the Dutch Ministry of Education and Science.

The initiative to develop this course was taken by lecturers in Dutch at English universities. P. K. King, lecturer in Dutch at the University of Cambridge, spoke for this University when he indicated the intention of developing an audiovisual course in Dutch. Professor Dr. A. G. H. Bachrach, who was chairman of the Dutch department of the Commission of the English-Dutch Cultural Pact, recommended this project and the Ministry of Education and Science subsequently approved subsidizing the initiative.

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In October 1966 Drs. P.A. M. Seuren was employed as a research assistant. He left in October 1967 and then the entire organization of the course was changed with continuing development now taking place through close cooperation between the Department of Linguistics, with the director, J. L. M. Trim, M.A., financially and scientifically responsible for the course, and the Talenpracticum (Language Laboratory), later Afdeling Toegepaste Taalwetenschap (Department of Applied Linguistics), of the Vrije University at Amsterdam under the directorship, firstly of Dr. G. D. Jonker, and later Drs J. F. Matter.

One of the staff members from the Talenpracticum of Vrije University, Miss H. Bles, was sent to Cambridge. There she wrote the course in cooperation with Miss Drs. E. B. Zuidema (at present Mrs Willemse-Zuidema), likewise a staff member of the Talenpracticum of Vrije University. After Miss Bles' marriage and departure for Oslo, Miss Zuidema continued writing the course, using results from testing the course in Cambridge and at Vrije University. Most of the course in its extant form is Miss Zuidema's work.)

The developers state that material development was funded by the Ministry of Education and Science of the government of the Netherlands.

The nature of the extent of dissemination undertaken by the developers is not specified. However, the developers state in the *Voorwoord bij de tweede herziene uitgave* (Foreword to the second edition): " *Tienduizenden, overal ter wereld, hebben via* Levend Nederlands *voor het eerst kennis gemaakt met het Nederlands en met Nederland* "(v). (Thousands, from every part of the world, became acquainted with Dutch and the Netherlands through using *Levend Nederlands*.)

2 RATIONALE, RESEARCH AND DEVELOPMENT

2.1 Rationale: The developers state: " *Bij een taal als het Nederlands die weliswaar op grote schaal wordt geleerd, maar door betrekkelijk kleine aantallen studenten met sterk uiteenlopende behoeften en achtergronden, leiden overwegingen van praktische aard veeleer tot een veelzijdige, flexibele cursus dan tot een serie verschillende cursussen voor verschillende doelgroepen* "(iv.) (With a language such as Dutch, widely learnt by small groups of students with strongly varied needs and backgrounds, the practical problems have led to just the one flexible and versatile course, instead of a series of different courses for each group.)

The course is designed to develop listening and speaking skills systematically in the Dutch language.

The specification of the rationale is obscure.

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2.2 **Research and Development:** The nature of pilot trialling is specified. The developers state in the *Voorwoord* (Foreword): "*In 1969 werd een aantal personen uitgenodigd aan het testen van de cursus mee te werken, opdat gebruik zou kunnen worden gemaakt van ervaringen met de cursus opgedaan in zoveel mogelijk verschillende onderwijssituaties* "(iv). (In 1969 some people were invited to test the course in as many educational situations as possible so that the writers would be able to make use of their experiences.) The nature of this pilot trialling is not specified.

The nature of learner-based revision is specified. The developers state: "*In 1971 en 1972 werd in Cambridge en Amsterdam een serie bijeenkomsten gehouden, waaraan de cursussamenstellers, adviseurs en testers deelnamen. Op deze bijeenkomsten werd al het materiaal zorgvuldig beoordeeld, geamendeerd en tenslotte goedgekeurd. Het bestaande materiaal werd op grond van de ervaringen uit de testperiode aanzienlijk uitgebreid met materiaal dat was ontworpen om de flexibiliteit van de cursus te vergroten en deze beter geschikt te maken voor een brede scala van studenten ...*

Gedurende de revisieperiode werden de voorstellen die door alle deelnemers aan het project werden gedaan, evenal die van andere, door het Ministerie geraadpleegde, deskundigen, besproken en overgenomen als ze daar voor in aanmerking kwamen" (iv). (In 1971 and 1972 some meetings were held in Cambridge and Amsterdam in which all the writers, advisers, developers and testers took part. The entire material was discussed, modified where necessary, and finally approved. Extensions were developed, applying the knowledge gained during the pilot trialling sessions, so that the course became more flexible and useful for larger groups of students ...

During the revision period, proposals presented by all the participants, including experts employed by the Ministry, were discussed and where thought best, were included in the course.)

In the *Voorwoord bij de tweede herziene uitgave*(Foreword to the second edition), the developers state: "*Onze eigen ervaringen alsmede die van andere docentgebruikers, gevoegd bij nieuwere inzichten op het gebied van vreemde-taalverwerving en -onderwijs, hebben ons overtuigd van de wenselijkheid tot een grondige herziening van* Levend Nederlands *over te gaan. Ons stond daarbij voor ogen om, zonder de grondgedachte van de cursus aan te tasten, het materiaal beter dienstbaar te maken aan de communicatieve behoefte van de lesnemer enerzijds en aan diens zelfwerkzamheid anderzijds.*

De belangrijkste veranderingen behelzen de volgende punten:

-De lijst aanbevolen lectuur is gewijzigd en uitgebreid

-Vereenvoudiging en verduidelijking van de aanwijzingen voor gebruik bij zelfstudie

-Het aanvullen en moderniseren van vocabulaire-lijsten

-Vervanging van het materiaal voor de vrije conversatie

-Vernieuwing en uitbreiding van de huiswerkopgaven

-De grammatica die in de eerste editie uitsluitend gericht was op gebruik door de lesgever, is geheel herschreven en bruikbaar gemaakt voor de lesnemer

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-De tableaux van de beschrijving van de structuuroefeningen zijn vervallen"(v). (Our own experiences, as well as those of other teachers and users, combined with recent views on second language learning and teaching, convinced us of the desirability of thoroughly revising *Levend Nederlands* . We wished to retain the basic contents of the course but improve the subject matter to meet the communicative needs of students in the classroom and for self-study.

The major modifications are these:

- -the recommended reading has been modified and extended;
- -the instructions to A guide for the self-study student have been clarified or simplified;
- -vocabulary lists have been modernized and extended;
- -the subject matter for free conversation has been modified;
- -the homework exercises have been reworked and extended;
- -the grammar that was originally designed for use by the teacher has been rewritten so that it can also be used by students;
- -the descriptive tables of the structure exercises have been deleted.

The nature of reference groups and locations involved are specified. The developers state: " *Deze waren: A. Alpress, Thurrock Technical College, Grays; J. Hol, University of Kent, Canterbury; Mrs J. Hutchinson, Glasgow University; M. J. Rigelsford, Liverpool University; Dr A. J. M. van Seggelen, Université de Strasbourg; Drs J. W. de Vries, Universitas Indonesia, Djakarta*"iv). (These were: A. Alpress, Thurrock Technical College, Grays; J. Hol, University of Kent, Canterbury; Mrs J. Hutchinson, Glasgow University; M. J. Rigelsford, Liverpool University; Dr A. J. M. van Seggelen, Université de Strasbourg; Drs J. W. de Vries, Universitas Indonesia, Djakarta.)

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3 GOALS

3.1 Goals: The goals of the material are specified. The developers state: "The course is intended to provide practice in the understanding, production and use of educated colloquial Dutch"(x). The goals are to develop listening and speaking skills in the Dutch language.

It can be inferred that *Les 1: Fonetiek en spelling* (Lessons 2-24: Dialogue, Drills) incorporate memory. *Les 2-24: Samenvatting van het gesprek* (Lessons 2-24: Dialogue summary) is intended to apply comprehension to the text of the dialogue. *Les 2-24: Exploitatiestof* (Lessons 2-24: Exploitation material) incorporates application and analysis. *Les 2-24: Grammatica* (Lessons 2-24: Grammar) additionally incorporates synthesis.

It can be inferred that *Les 1: Fonetiek en spelling* (Lesson 1: Phonetics and spelling) and *Les 2-24: Gesprek, Oefeningen, Exploitatiestof, Grammatica* (Lessons 2-24: Dialogues, Exercises, Exploitation material, Grammar), incorporate

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receiving and responding. *Les 2-24: Samenvatting van het gesprek* (Lessons 2-24: Dialogue summary) additionally incorporates valuing.

3.2 Objectives: For *Les 1: Fonetiek en spelling* (Lesson 1: Phonetics and spelling), the developers state: "This unit provides the student with practice in discriminating between Dutch sounds and in pronouncing and spelling words containing them" (x). The objective of *Les 2-24: Gesprek* (Lessons 2-24: Dialogue) is for the learner to mimic and memorize the text. The objective of *Les 2-24: Samenvatting van het gesprek* (Lessons 2-24: Dialogue summary) is to direct the learner to the meaning of the dialogue as a whole. For *Les 2-24: Oefeningen* (Lessons 2-24: Exercises), the developers state: "These exercises provide practice in forming Dutch sentences on patterns which have been introduced in the dialogue"(xi). For *Les 2-24: Exploitatiestof* (Lessons 2-24: the developers state: "The Exploitation material is intended to encourage the student to use Dutch"(xi). For *Les 2-24: Grammatica* (Lessons 2-24: Grammar), the developers state: "This survey treats the grammatical teaching points covered in the dialogue"(x).

Behavioral or performance objectives are not stated in measurable terms. For *Les 1: Fonetiek en spelling* (Lesson 1: Phonetics and spelling), the developers state: "You are asked in Lesson 1 to listen to sets (usually pairs) of Dutch words differing in only one sound but quite distinct in meaning. A visual cue which has already been associated with one of the words in a pair is then presented and you are asked to select the correct word from the pair. You are then asked to repeat the words paying careful attention to their pronunciation"(x). The conditions for demonstrating achievement involve either instruction by a teacher or self-study. The behavioral objectives of the material are twofold: *Gesprek* (Dialogue) and *Oefeningen* (Exercises) attempt to change learner's behaviours through over-learning a variety of patterns whilst the *Exploitatiestof*(Exploitation material) and *Grammatica* (Grammar) provide explanation of the grammatical rules. Since the objective of the dialogues and exercises is memorization and not comprehension, the ability of the dialogues to provide meaning and conversational management is limited.

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4 CONTENTS

4.1 Characteristics: The material consists of a textbook, a set of seven tapes comprising the complete audio version of the units, and five cassettes comprising an abridged audio version of the units. The reality status of the material is fictional, and when reference is made to the Netherlands, it is possible to establish these references as contemporaneous. The semantic emphasis of the material is sociological.

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The Dutch language is used throughout the material including instructions and commentary. The developers state: "Dutch is the only language used in the course, which has been planned to make it unnecessary for you to use your native language at any point"(x). The material uses standard Dutch, which the developers describe as "educated colloquial Dutch"(x). The language level is beginner.

4.2 Scope: The learner materials of *Levend Nederlands* consist of twenty-four lessons. The title of each lesson is contained in the *Inhoud* (Contents). The course is presented in three versions: a printed version contained in the textbook; a complete audio version presented on the reel tapes; and an abridged audio version presented on the cassettes.

The course begins with an introductory lesson, *Les 1: Fonetiek en spelling* (Lesson 1: Phonetics and spelling). The printed version includes 427 visual cues comprising pictures, phonemes, digraphs, syllables and words, and is presented over twelve pages. This lesson is followed by a commentary which examines the pronunciation of the phonemes in standard Dutch.

Lesson 1 is followed by *Les 2-24: Gesprek, Aanvullende fonetiek, Samenvatting van het gesprek, Oefeningen, Exploitatiestof, Grammatica* (Lessons 2-24: Dialogue, Supplementary phonetics and spelling, Dialogue summary, Exercises, Exploitation material, Grammar). The format of each of these lessons follows the same order, with the following sequence adopted in the printed and audio versions. The subject matter of the *Gesprek* (Dialogue) concerns incidents in the day-to-day activities of the members of Dutch families and their social contacts in the Netherlands. *Aanvullende fonetiek*(Supplementary phonetics) provides concise phonetic treatment in the context of social usage. *Samenvatting van het gesprek* (Dialogue summary) provides a prose summary of the dialogue. *Oefeningen* (Exercises) follow established audiolingual practice, and consist of drill types in substitution and transformation. *Exploitatiestof* (Exploitation material) comprises the sections: *Aanvullende woordenlijst* (Supplementary vocabulary) in the form of a Dutch vocabulary list which includes an appended prose passage incorporating words from the list; *Vragen over het gesprek* (Questions about the dialogue) and *Conversatie* (Conversation) provide oral exercises; *Huiswerk* (Homework) provides written exercises; and *Grammatica* (Grammar) treats the grammar covered in each lesson.

The complete audio version comprises *Les 1: Fonetiek en spelling* (Lesson 1: Phonetics and spelling) and *Les 2-24: Gesprek, Samenvetting van het gesprek, Oefeningen* (Lessons 2-24: Dialogue, Dialogue summary, Exercises). The contents of the course are presented as follows: Tape 1 (*Band 1*) covers Lesson 1 through to cue 344; Tape 2 (*Band 2*) covers Lesson 1 from cue 345 through to Lesson 5; Tape 3 (*Band 3*) covers Lesson 6 through to Lesson 9; Tape 4 (*Band 4*) covers Lesson 10 through to Lesson 13; Tape 5 (*Band 5*) covers Lesson 14 through to Lesson 17; Tape 6 (*Band 6*) covers Lesson 18 through to Lesson 21; and Tape 7 (*Band 7*) covers Lesson 22

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through to Lesson 24. The abridged audio version comprises *Les 1: Fonetiek en spelling* (Lesson 1: Phonetics and spelling) and *Les 2-24: Gesprek, Oefeningen* (Lessons 2-24: Dialogue, and first three examples of the Exercises for each unit). Cassette 1 contains Lesson 1 and Cassettez 1 through to 5 contain Lesson 2 through to Lesson 24.

The teacher materials consist of the introductory and concluding contents. The introductory material comprises the following sections: *Voorwoord* (Foreword) outlining the material development of the course; *Inleiding* (Introduction) presented in Dutch, English, French, German, Spanish and Indonesian versions, outlines procedures to be followed for implementation of the course. Only the Dutch version presents the Introduction in full, including information concerning the *Grammaticale index* (Grammatical index), *Woordindex* (Word index) and supplies *Aanbevolen lectuur* (Recommended reading), whilst the versions in other languages are titled and intended as A Guide for the Self-Instructional Student. The concluding material comprises the following sections: *Onregelmatige en sterke werkwoorden* (Regular and strong verbs) providing a list of the verbs; *Grammaticale index* (Grammatical index) which provides an index to the *Grammatica* (Grammar) sections of each lesson; *Woordindex* (Word index) which provides an index to the lessons of the learner materials; and *Antwoorden op het huiswerk* (Answers to the homework).

The contents are covered very clearly through an extensive variety of short topics. The content is designed to be covered several times and all topics must be covered for a satisfactory learning experience. Supplementary materials are recommended in the *Aanbevolen lectuur* (Recommended reading) which lists *grammatica's* (grammars), *woordenboeken* (dictionaries), *aanvullend materiaal bij* Levend Nederlands (supplementary material for *Levend Nederlands*), and *romans, verhalen* (novels, short stories).

4.3 Sequence: The order of the material is based upon learners moving from concrete to abstract, increasing complexity or difficulty. The developers state: "The course builds up progressively. You are advised to keep, in general, to the order of the material as given and to follow the procedure suggested in this guide. Nevertheless individuals vary considerably in their learning styles and habits, and may find a different order which suits them better. Although the Grammar section has been placed at the end of each lesson, it is expected that the student may want to consult it earlier from time to time in the course of the lesson"(x). The starting point within the sequence is the same for each learner and is determined by the material. Prior knowledge is the basis for determining the starting point. The course within the sequence is the same for each learner and is determined by the teacher on the basis of performance in preceding tasks, or by the learner in a self-study situation. Optional sequences are not specified.

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5 METHODS

5.1 **Recommendations for use:** For *Les 1: Fonetiek en spelling* (Lesson 1: Phonetics and spelling), the developers state: "You are asked in Lesson 1 to listen to sets (usually pairs) of Dutch words differing only in one sound but quite distinct in meaning. A visual cue which has already been associated with one of the words in a pair is then presented and you are asked to select the correct word from the pair. You are then asked to repeat the words, paying careful attention to their pronunciation.

You will hear three voices on the tape for this lesson: the commentator, who introduces the topic; the instructor, who calls on you for your responses; and, at the beginning of the lesson, a voice representing 'you', the student. There are also two audio signals on the tape: a high note as a signal to look at the next visual cue on the page; a low note as a signal that you should stop looking at the book and listen to the commentator.

Practice in spelling and reading written words proceeds along the same lines, throughout lesson 1"(x).

For *Les 2-24: Gesprek* (Lesson 2-24: Dialogue), the developers state: "When working with the dialogue you should proceed as follows:

(1) Listen to the dialogue on the tape and look at the pictures or follow the text in the book. This first run-through is only to give an understanding of the dialogue as a whole.

(2) Look at the first picture and at the corresponding line of text. Now switch on the tape and listen to the first sentence. If pauses have been made in the recording, you should repeat the sentence in the pause. If not, you should stop the recording and then repeat the sentence. Continue like this through the whole dialogue. Don't worry if the meaning of all sentences is not totally clear at this stage: and don't hesitate to respond because you have picked up only some, but not all, of the sounds of the sentence played to you. You will get better with practice.

(3) At the end of the dialogue stop the tape and rewind to the beginning in order to listen to your own voice or to repeat the sentences once again. It is important that you notice the often considerable differences between what you hear on the tape and the written text in the book; make careful comparisons of pronunciation and spelling. You can go through this stage as often as you think useful.

(4) When you have familiarised yourself with the dialogue in this way, you should be able to repeat the sentences from the tape correctly without reading the text simultaneously. Cover the text of the dialogue with a piece of paper, listen to the sentence on the tape, repeat the sentence and then uncover the same sentence in the text to check whether you have succeeded in understanding and repeating all the words correctly"(x).

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For *Les 2-24: Grammatica* (Lessons 2-24: Grammar), the developers state: "(5) After having gone through the dialogue you may proceed to the 'Grammar' section at the end of the lesson. This survey treats the grammatical teaching points covered in the dialogue. The numbers between round brackets indicate the lines in the dialogue with 'r' standing for 'regel' (=line).

(6) Read the dialogue line by line and see if you really understand every word. Look up new words in the dictionary.

(7) At this stage the dialogue should no longer present any difficulties to you. Listen to the dialogue once again. You should now be capable of understanding and repeating all sentences without looking at the text"(x).

For *Les 2-24: Aanvullende fonetiek* (Lessons 2-24: Supplementary phonetics), the developers state: "The voice on the tape usually says: ' *Let op de uitspraak van* ...') ('pay attention to the pronunciation of ...') '*Herhaal* ' ('repeat') Then you may repeat what is said on the tape. Carefully compare the pronunciation with the spelling (see the text in the book) and your pronunciation with the voice on the tape"(x,xi).

For *Les 2-24: Samenvatting van het gesprek* (Lessons 2-24; Dialogue summary), the developers state: "(1) You may listen to the summary. You may wish to look at the pictures again while listening, but since the summary deals with a situation which you understand well from the dialogue there should be no problem about the meaning of the summary as a whole. You should not be disconcerted at finding new words in the summary, they will in no way interfere with your understanding.

(2) The summary may be read through quickly, again with concern only for the meaning as a whole.

(3) The summary may also be used as a dictation passage: listen to the tape and try to write down what you hear. Check what you have written with the text in the book"(xi).

For *Les 2-24: Oefeningen* (Lessons 2-24: Drills), the developers state: "You will first hear an example consisting of the original sentence (Stimulus) and the response required (Reponse). Then in the exercise proper you hear other sentences parallel to the stimulus, to which you must give the correct Response yourself. It is necessary to decide what has happened to the original example in order to be able to produce the same kind of Response the next time. If the tape has been provided with pauses, you will have in each case a pause for you to make your Response. If there are no pauses provided, you will have to stop the recorder to give the appropriate Response. Then a model Response follows as a guide to the correctness of your Response. After this, another pause is needed in which the Response can be spoken again. This activity continues to the end of the exercise. To summarise, each exercise item consists of:

1. stimulus from the tape
2. pause for you to respond
3. correct response from the tape
4. pause for you to repeat the correct response

Exercises are classified A,B and C. 'A' exercises are relatively simple, 'B' and 'C' exercises are more difficult"(xi).

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Within *Les 2-24: Exploitatiestof* (Exploitation material), *Aanvullende woordenlijst* (Supplementary vocabulary) is to be memorized and applied in the commentaries, *Vragen over het gesprek* (Questions about the dialogue) and *Conversatie*(Conversation) are designed to be used as conversation passages whilst *Huiswerk* (Homework) provides written homework exercises.

The description of teaching-learning method is quite clear, comprehensive and located in the *Inleiding* (Introduction) and A Guide for the Self-Instructional Student.

5.2 **Type of environment**: Units 1 through to 24 of *Levend Nederlands* are designed for use either in the classroom or for self-study. Additionally, the *Exploitatiestof* (Exploitation material) may lead learners to contacts with the Dutch speaking community. The developers state: "Both in the case of the open-ended *Huiswerk* questions and the oral exploitation exercises (*Vragen over het Gesprek* and *Conversatie*) if you are lucky enough to know a Dutch speaker you can check your answers with him or her"(xi).

The material is designed for either individual learners for self-study or learners arranged in groups, but the sizes and abilities of groups are unspecified.

5.3 **Nature of interaction**: The nature of interaction will vary according to whether the material is used in the classroom or for self-study. For classroom use, Lesson 1 and the *Gesprek* (Dialogue) and *Oefeningen* (Exercises) of Lesson 2 through to 24 predominantly involve teacher-learner-resource material interaction, *Samenvatting van het gesprek* (Dialogue summary), *Aanvullende woordenlijst* (Supplementary vocabulary), and *Huiswerk* (Homework) involve predominantly resource material-to-learner action, *Vragen over het gesprek* (Questions about the dialogue) predominantly involves resource material-learner interaction; *Conversatie* (Conversation) predominantly involves teacher-learner and learner-learner interaction. For self-study, Lesson 1, *Gesprek* (Dialogue) and *Oefeningen* (Exercises) of Lessons 2 through to 24, *Vragen over het gesprek* (Questions about the dialogue) and *Conversatie*(Conversation), *Samenvatting van het gesprek* (Dialogue summary), *Aanvullende woordenlijst* (Supplementary vocabulary) and *Huiswerk* (Homework) predominantly involve resource material-learner interaction:

5.4 **Teacher and learner roles**: If *Levend Nederlands* is to be used in the classroom, it is intended that the teacher initiate roles. If the material is to be used for self-study, it is intended that the learner initiate roles.

5.5 **Teaching approach**: The developers state: "*Het klassieke audiovisuele materiaal dat was opgebouwd volgens de methodes zoals die ontwekkeld zijn door het CREDIF - waarmee deze cursus duidelijk verwantschap vertoont - werd gecombineerd met materiaal dat geschikt is voor een meer cognitieve of meer directe methods* "(iv). (The classical audio-visual material, developed according to the CREDIF methods, to which this course is closely related, was combined with material that is more suitable for a cognitive code approach or direct method approach.)

Characteristics of the audiovisual method incorporated into the teaching-learning methodology include commencement of each lesson with a series of visual cues illustrating the *Gesprek*

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(Dialogue) which the learner is expected to mimic and memorize, the use of substitution and transformation types of pattern drill in the *Oefeningen* (Exercises), and explanation of the grammatical rules applied in each lesson within the *Grammatica* (Grammar). The *Exploitatiestof* (Exploitation material) provides exercises relating to the cognitive code approach and direct menthod approach.

5.6 **Learning approach:** The learning approach is a combination of practice and drill methods and viewing, listening, answering methods in the *Gesprek* (Dialogues) and the *Oefeningen* (Exercises), didactic instruction in the *Aanvullende fonetiek* (Supplementary phonetics), *Samenvatting van het gesprek* (Dialogue summary), *Huiswerk* (Homework) sections of the *Exploitatiestof* (Exploitation material) and *Grammatica* (Grammar), and discussion and questioning the *Vragen over het gesprek* (Questions about the dialogue) and *Conversatie* (Conversation) of the Exploitation material.

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6 RESPONSES

6.1 **Responses:** The developers intend that learners respond to the patterns presented in *Gesprek* (Dialogues) and pattern drills of the *Oefeningen* (Exercises) through habituation to processes of mimicry and memorization. These patterns are then to be applied to performance. Following explanation of the 'rules' of the lesson through the *Grammatica* (Grammar), learners are required to extend conversational and writing skills in the *Exploitatiestof* (Exploitation material). Although the dialogue and pattern drill sequences of each lesson do not require specification of responses, responses are provided to complete oral and written exercises within the Exploitation material.

Responses to the *Gesprek* (Dialogues) and pattern drills of the *Oefeningen* (Exercices) are objective through following a procedure of mimicry and memorization when using the tape or cassette recordings and visual cues at pictures in the text. Objective responses are also specified in the instructions to oral and written exercises of the *Exploitatiestof*(Exploitation material).

Les 1: Fonetiek en spelling (Lesson 1: Phonetics and spelling) and *Les 2-24: Gesprek, Aanvullende fonetiek, Samenvatting van het gesprek, Oefeningen* (Lessons 2-24: Dialogue, Supplementary phonetics and spelling, Dialogue summary, Exercises) are presented aurally, graphically through reading and pictorially, and responded to orally and graphically through reading. *Les 2-24: Exploitatiestof, Grammatica*(Lessons 2-24: Exploitation material, Grammar) are presented graphically through reading. *Vragen over het gesprek*(Questions about the dialogue) and *Conversatie* (Conversation) are responded to orally.

6.2 **Outcomes:** Listening and speaking skills are treated predominantly within the contents and there is also restricted treatment

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of reading and writing skills mainly in the *Exploitatiestof* (Exploitation material). Configurational sequence: Learners are expected to master sight vocabulary incorporated into Lesson 1 through visual cues. However, neither sight vocabulary nor structural analysis play roles within the audiovisual presentation adopted in Lessons 2 through to 24, although sight vocabulary is treated in the *Aanvullende woordenlijst* (Supplementary vocabulary) and both sight vocabulary and structural analysis are featured in the *Grammatica* (Grammar). Graphophonic sequence: Letter recognition and digraphs are introduced into Lesson 1. Syllabification is not treated in the material. Syntactic transformation: Syntactic transformation is introduced within the context of the dialogue of Lesson 2 and learners are expected to master the syntactic structures of the Dutch language through mimicry and memorization. The scope of each Lesson, which extends outside the scope of audiovisual presentation in the *Exploitatiestof* (Exploitation material) and *Grammatica* (Grammar), confirms that learners may proceed through inductive learning of grammatical rules introduced in addition to relying upon over-learning patterns presented in the dialogues and drills. Semantic operators: The audiovisual presentation allows for non-verbal cues and intonational patterns to be presented to learners through the tape or cassette recordings. A major preoccupation of the approach is given to mimicking such cues and patterns. Idiomatic usages have been considered in developing subject matter of dialogues.

The affective content of *Levend Nederlands* embodies value positions involving indoctrination. The literary themes presented in *Les 2-24: Gesprek, Samenvatting van het gesprek, Oefeningen, Exploitatiestof* (Lessons 2-24: Dialogue, Summary of the dialogue, Exercises, Exploitation material) apply indoctrination of cultural values relating to the Dutch of the Netherlands. Despite the stress placed by developers upon the cultural relevancy of the subject matter in *Levend Nederlands* the emphasis within the audiovisual method upon mimicry and memorization limits motivation for developing favourable bicultural attitudes of learners. The material is likely to be appropriate to the cognitive style of Dutch-Australian children.

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7 EVALUATION

7.1 **Specification:** There is no specific evaluation design provided in the material. Each lesson contains exercises within the *Exploitatiestof* (Exploitation material). *Aanvullende woordenlijst* (Supplementary vocabulary), *Vragen over het gesprek* (Questions about the dialogue) and *Conversatie*(Conversation) provide oral exercises, and *Huiswerk* (Homework) provides written exercises.

7.2 **Purpose:** The exercises are designed to specify achievement in the particular grammatical structures of the lesson.

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7.3 **Outcomes:** Learners are required to apply knowledge, comprehension, application and analysis to successfully complete the exercises.

7.4 **Means:** *Vragen over het gesprek* (Questions about the dialogue) and *Conversatie*(Conversation) incorporate short answer procedures. *Huiswerk* (Homework) incorporates cloze procedures and short answer procedures. Tabulation and uses of reporting of learner evaluation are not specified.

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8 CONTINGENCIES AND CONGRUENCES

8.1 **Contingencies:** The antecedents, transactions and outcomes within *Levend Nederlands* indicate a high degree of contingency. The background characteristics indicate that the material is suitable for target learner groups in Australian schools. The stated goals are attainable in terms of the specified teaching-learning method. Both the contents and method are mutually contingent, although the specified teaching-learning method affects the scope and sequence of the contents. The contents fulfill the requirements of audiolingualism; dialogue, pattern drill and explanation are each provided in Lessons 2 through to 24. Outcomes are contingent upon both antecedents and transactions. Although the concentration upon over-learning language patterns through mimicry and memorization provides some degree of second language acquisition, this is inhibited by the unbalanced treatment of basic language skills. The material inadequately treats structural analysis and syllabification, although it provides for development of other skills in the configurational and graphophonic sequences, syntactic transformations and semantic operators. The deficiency of the material through concentration upon memorization of patterns to the exclusion of meaning, is likely to limit the extent to which motivation for second language learning can be fostered. Moreover, the evaluation design is inadequate to effectively measure learner outcomes.

The high degree of contingency between the constructs of *Levend Nederlands* would allow the material to be successfully implemented in second language programs. Although successful implementation of this material would involve application of audiolingual methodology, the explicit nature of the specification of constructs is likely to assist its implementation. However, a major restriction upon acquired competence in second language learning is the dependency of the material upon the audiovisual method although the developers have incorporated subject matter to which the direct method is applied.

8.2 **Congruences:** A high degree of congruence can be established between this material and a particular second language education program. The developers have established congruence through a consistent application of audiolingual theory throughout the contents. Although the cohesion of the material and thoroughness of the approach allows potential learner difficulties to be checked, the scope of the material may be too

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restricted for implementation in community language education programs in Australian schools without supplementary materials.

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9 ASSESSMENT AND RECOMMENDATIONS

9.1 **Summary comments:** The material is suitable for use with all learners for community language education.

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10 BACKGROUND CHARACTERISTICS

10.1 **Policies:** *Levend Nederlands* is likely to be successful with learners in all urban communities, and with all socio-economic groups. The contents are appropriate to both mobile and static groups in the community with liberal attitudes.

The material is suitable for Anglo-Australian and Dutch-Australian ethnic groups. Successful implementation of the material is not dependent upon support from the Dutch ethnic community. However, when the learners undertake the *Exploitatiestof* (Exploitation material), the developers state: "Both in the case of the open-ended *Huiswerk* questions and the oral exploitation exercises (*Vragen over het gesprek* and *Conversatie*) if you are lucky enough to know a Dutch speaker you can check your answers with him or her"(xi). The material is unlikely to cause conflict between Anglo-Australians and Dutch-Australians.

10.2 **Educational practices:** The audiovisual method used in *Levend Nederlands* will be suitable for all learners. The inductive approach to learning grammatical rules through the use of visual and recordings is appropriate for learners of lower socio-economic backgrounds. Dutch-Australian learners are likely to be more successful with this material if they possess prior knowledge of the Dutch language. Each unit of the material is organized into a series of short topics, which in most cases would be appropriate for learners arranged in class groups of mixed abilities, and in the case of *Conversatie*(Conversation) learners arranged in small groups of mixed abilities Alternatively, the course is suitable for self-study by an individual learner.

The purpose of the material is directed toward training in specific skills and could be used successfully within a separate subject area. The material is somewhat related to other resource materials used in the immigrant education curriculum.

Modern language staff are important for the successful implementation of the material. The material requires moderately more than normal space for its use, and audio visual services are required.

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10.3 **Program practices:** Teachers of Anglo-Australian and Dutch-Australian backgrounds with lengthy residences in the Netherlands would experience most success with *Levend Nederlands*. Teachers would need to show tolerant attitudes towards the Dutch of the Netherlands to experience success with the material. Teachers would need to be able to understand, speak, read and write fluently in the Dutch language to successfully implement the material.

Quite extensive in-service teacher training and teaching experience would be necessary to implement the material successfully. A teacher with strong attachment to orderly procedures would be most successful implementing the material.

Dutch-Australian learners are likely to experience greater success with this material. The contents of the material presume that all learners are beginners, and consequently monolingual English speaking learners should experience success with the material. Learners would need to show competence in knowledge, comprehension and application to use the material successfully. Success with the material will make no identifiable difference to learners' attitudes toward themselves, toward others or toward change.

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MULTICULTURAL EDUCATION MATERIALS

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1. IDENTIFICATION OF RESOURCE MATERIAL

1.1 **Title:** *Multicultural Education Materials* (The Netherlands)

1.2 **Developer:** Education Department of South Australia

1.3 **Publisher; Distributor:** Education Department of South Australia

1.4 **Address of Publisher, Distributor:** 31 Flinders Street, Adelaide, South Australia, 5000, Australia

1.5 **Year of copyright:** © 1979

1.6 **Material media:** print, set of 5 transparencies, set of games, set of 22 puzzles, set of 97 slides, set of 1 audiocassette

1.7 **Components:** *Multicultural Education Materials* comprises six subunits: The Netherlands; Yugoslavia; Germany; Poland, Greece; and Italy. The latter units are beyond the scope of this Guide and accordingly only the component subunit, The Netherlands, is represented in this analysis. Each of the six subunits explores four common themes: food; family life; community life; and people and places.
(applicable to the entire unit)
Teachers Handbook, section 1
Celebration Calendar
(applicable to the subunit, The Netherlands)
Teacher's Handbook, section 2, The Netherlands
Resource Cards, set of 36
slides, set of 97
cassette, set of 1
overhead transparencies, set of 5

1.8 **Subject areas:** social sciences, language arts

1.9 **Curriculum role:** basic

1.10 **Grade levels:** upper primary The material is designed for adaptation to the lower secondary level.

1.11 **Academic status:** not specified

1.12 **Educational time block:** unit or mini-course

1.13 **Population characteristics:** (applicable to the entire unit) The developer states: "We believe that the *Multicultural Education Materials* will provide resources for a more culturally enriched education for all children ..... These *Multicultural Education Materials* form a resource kit to assist classroom teachers in developing a multicultural curriculum appropriate to their particular school community" (5, 6).

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1.14 **Community acceptance:** (applicable to the subunit, the Netherlands) The subject matter of the Resource Cards presents a Coefficient of Evaluation of 82.99 on the basis of favorable identification with Dutch culture of the Netherlands. The Coefficients of Evaluation for sets of Resource Cards within each thematic category indicate diverse scores: Food presents a Coefficient of Evaluation of 75.76; People and Places presents 81.82; Family Life presents 84.44; and Community Life presents 88.00.

The developer asserts that biases are not present in the *Multicultural Education Materials*. Although it is recognized that Dutch culture spans the Netherlands and northern Belgium, reference to Dutch culture in this subunit is confined to consideration of the Dutch of the Netherlands.

The developer states: "Having amassed a great body of information and ideas, the project team was faced with the challenge of presenting ..... Dutch ..... culture, ... in a form which was honest and not sentimental, interesting but not stereotyped, and above all relevant to children in Australian schools"(4). Despite this intention, the analyst believes that cultural aspects depicted are largely traditional and liable to the forms of misinterpretation the developer wishes to avoid.

1.15 **Source:** Material in the English language developed in Australia, and depicting aspects of other cultures or containing the content of various other school subjects.

1.16 **Teacher training:** The extent of in-service training necessary to master the content and suggested teaching methods in the material is not specified.

1.17 **Preparation:** (applicable to the entire unit) The developer states: "Before using these materials thorough teaching preparation is needed. It is suggested that the teacher's own preparation might include the following: 1. Answering these questions. Why should I teach about multicultural Australia? What kind of attitudes do I want to develop in my students? What ideas do my students already have about Australian society and people of different cultural backgrounds? What prejudices and notions do they have? What prejudices and notions do I have? What techniques and materials am I going to use to develop multicultural awareness? 2. Background knowledge of countries ..... 3. Knowledge of migration history and settlement in Australia ..... 4. Cultural knowledge ..... 5. Positive attitude toward other cultures ..... 6. Awareness of sources of prejudice, stereotypes, bias ..... Before using any materials from this resource kit, the teacher should in addition to the preparations listed above, read the relevant introductory sections of the teachers' notes in this handbook and the resource cards selected for use"(11).

1.18 **Physical description:** (applicable to the entire unit) The unit is contained in a cardboard box, with a lift-off cardboard top, measuring 285mm by 320mm by 358mm, including the top.

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Each of the component subunits is contained within the box in a cardboard sleeve measuring 227mm by 48mm by 340mm. The box is sufficient in size to contain all the learner materials.

The Teacher's Handbook is supplied unbound; a binding is not supplied. The pages measure 210mm by 295mm. Typed print has been used for presentation of the Teacher's Handbook. Section 1 comprises 46 pages, and Section 2 has 45 pages.

The Celebration Calendar is a 295mm by 210mm, 29 page bound booklet. The qualities of presentation and printing are excellent.

(applicable to the subunit, The Netherlands) The Resource Cards are presented in an unsealed cardboard container. Each Resource Card consists of a double-folded cardboard sheet measuring 420mm by 297mm. The print on each Resource Card is black-and-white with the adopted colour code (orange) used for additional print and colouring.

The slides are unmounted and contained within a protective wrapping. Mounts for slides are not supplied. A two-page unbound chart identifying individual slides by titles is supplied. The technical quality of the slides is excellent.

The cassette is supplied in a durable container. The technical quality of the recording is variable. The cassette, together with the slides and the chart, are contained in an unsealed plastic folder.

The transparencies are each 205mm by 280mm and contained in a plastic folder. The quality of the transparencies is very good.

1.19 **Material development:** (applicable to the entire unit) The South Australian Department of Education, the institution responsible for the development of the material, is a state education department.

The developer states: "The *Multicultural Education Materials*, of which this teacher's handbook forms a part, are a result of a curriculum development project undertaken by the Education Department of South Australia. The project began in May 1976 when a group of six bilingual teachers was seconded for six weeks to work with the research assistant to the Multicultural Education Programme in developing some sort of 'ethnic kit'. From this vague beginning, the 'ethnic kit' has developed into a comprehensive resource kit, relating to six of the largest ethnic groups in Australia. The development took over two years; the preparation of the materials for publication a further eighteen months"(3).

It is stated that development of the material was funded by the Migrant and Multicultural Education Program of the Commonwealth Schools Commission.

The developer states: "It is assumed that initially only one set of these materials will be available in any school and that this will be stored in the resource centre for ease of access"(8). Details concerning funding and dissemination are not specified.

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2 RATIONALE, RESEARCH AND DEVELOPMENT

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2.1 **Rationale:** (applicable to the entire unit) The developer states: "As a project team, we accepted the challenge of preparing resource materials which would meet the needs of the Education Department and the ethnic communities. On one hand we had to prepare materials sufficiently flexible for teachers to develop their own multicultural programme appropriate to a specific classroom and school community; on the other hand, we needed materials which were acceptable to ethnic communities, reflecting their culture in Australia but avoiding the inadequacies of existing materials"(3). The rationale is quite clearly stated by the developer.

2.2 **Research and Development:** (applicable to the entire unit) The developer specifies the nature of validation and pilot trialling when it is stated: "Our secondary source of information was a series of ethnic teachers' workshops to which teachers from the community and schools were invited to assist the project team members in shaping the collected information into a form suitable for primary school children. This combination of ethnic background and teacher training enabled continual testing and criticism of the materials in the very classrooms where they were to be used"(4).

The natures of learner-based revision, reference groups, materials and locations involved, are not specified.

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3 GOALS

3.1 **Goals:** (applicable to the entire unit) The developer states that the goals of the *Multicultural Education Materials* are: "to improve the self image of migrant children, or children of migrant parents, by fostering and developing in them a pride in, and deeper knowledge of, their cultural and linguistic background; to sensitise teachers and children to the different cultures within Australia and thereby correct misconceptions previously formed; to provide resource material of a non-structured nature to facilitate the establishment of cultural awareness programmes in social studies, language and expressive arts, within the primary school; and to improve communications between the school and ethnic communities and thus encourage the involvement of parents of ethnic background in the education of their children"(3).

(applicable to the unit, the Netherlands) Individually, all the Resource Cards incorporate memory, comprehension, and application. Additionally, several Resource Cards specify analysis, synthesis and evaluation. Individually, all the Resource Cards incorporate receiving, responding and valuing although a few cards additionally specify organization. As a whole, the intention of the Resource Cards is to incorporate characterization.

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3.2 **Objectives:** (applicable to the unit, The Netherlands) The objectives of the Resource Cards are specified. The developer states: "Most cards direct the child to other sources of information or to activities, but no exercises other than puzzles or games are provided. The slides, overhead projector transparencies, cassette and supplementary material from the teachers' notes are intended to be used in conjunction with the resource cards" (7).

Behavioral or performance objectives are not stated in measurable terms. Learners must demonstrate achievement in the major themes of cross-cultural studies in terms stated by the developer: "Through the resource cards, slides and cassettes, the experience of all five senses are utilised to gain a fuller appreciation of ethnic cultures in Australia"(10). Learners must demonstrate achievement both in the classroom and the community. In focusing upon behavioral changes, the developer states: "..... this resource kit is designed to encourage children to participate in other cultures while at the same time gaining a greater understanding of their own ....."(10). This is achieved through presenting opportunities for cross-cultural studies in terms of children's experiences and resources of the community. The Resource Cards specify activities aimed at achieving behavioral changes which may be independently varied by the teacher in the context of the teaching-learning method adopted.

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4 CONTENTS

4.1 **Characteristics:** (applicable to the subunit, The Netherlands) The material consists of nonconsumable activity sheets, a nonconsumable activity book (applicable to the entire unit), a manual, a set of one audio component (applicable to the entire unit), and two sets of visual components (one component applicable to the entire unit). The reality status of the materials is both factual and fictional. Historical and contemporary references are included in the contents. All the Resource Cards refer to contemporary events. Most of the slides refer to customs in terms of contemporary Dutch society. Traditional musical material presented on the cassette refers to contemporary Dutch society. The maps presented on transparencies refer to contemporary situations in the Netherlands. Resource Cards in the sets, People and Places, numbers 1, 3 and 4, and Food, numbers 5, 8 and 10 refer to historical events. Slides 81 to 85 refer to Dutch painters (Rembrandt, Pieck, Vermeer). Side 1, number 12 of the cassette presents organ music by Sweelinck, and side 2, number 7, *The Widow of Stavoren* is set in historical times. The semantic emphases of the contents are economic, geographical, historical, political and sociological.

4.2 **Scope:** (applicable to the subunit, The Netherlands) The contents of the learner materials include the Resource Cards, slides, cassette, and overhead transparencies.

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The set of thirty-six Resource Cards comprise four subsets based upon thematic content: food, family life, community life, people and places. The Resource Cards are described in the subsections, Resource Cards Background Information and Resource Cards Index, of the section, The Netherlands, in the Teacher's Handbook. The titles of the Resource Cards within the thematic category, food, are: Let's eat; Dutch foods in Australia; Cheese; Markets and street vendors; In search of trade and spices; What shall we eat today?; Food customs; Growing food; The rusk; and Dutch cookbook. The titles of the Resource Cards within the thematic category, family life, are: Living in the Netherlands; The Dutch in Australia; Born with a bicycle; At school in the Netherlands; The Dutch at play; The Royal Family; *Sinterklaas* (Santa Claus); *Een Dagje Uit* (A day out); *Ik Ben Jarig* (It's my birthday); and Dutch family traditions. The titles of the Resource Cards within the thematic category, community life, are: The fight against the sea; Holland, land of flowers; Clogs and costumes; Sport and recreation; *Molens* (Mills); A touch of Dutch; Sound of the street and Carnival. The titles of the Resource Cards within the thematic category, people and places, are: Holland, in focus; Come with us to the Netherlands; The golden age of the 17th century; Some great Dutch artists; Madurodam; Teach yourself a little Dutch; Games; and Stones. Generally, the form of each Resource card is similar; each consists of descriptive prose subject matter, pictorial subject matter, and activities related to the topic. The relative emphases given to different aspects of the subject matter is generally consistent between each Resource Card. The descriptive prose subject comprises the bulk of the contents with the activities confined to the back cover of the Resource Card.

The titles of the slides are: Farm and barn in North Holland; Friesian cows; The Westland Glasshouses; Cabbage; Market street in Amsterdam; Fishing Boats; Amsterdam fish market; Eating herring Dutch style; Fish; *Poffertjes*; *Poffertjes*; *Oliebollen*; *Oliebollen*; Alkmaar cheese market; Cheese carriers; Cheese loading; Dutch cheese; Holland festival; Dutch dining room; Old Dutch; Something sweet; *Hopjes*; *Drop*; *Muis*; Breakfast table; *Rijsttafel*; *Rijsttafel*; *Pastachoca*; *Speculaas*; *Speculaas* moulds; Edam; Edam homes; Amsterdam canals; Apartment housing; Dutch window; Staphorst house; Town square; High-rise housing; Bells and letter boxes; Inside a Dutch home; Diamond cutting and polishing; Pedestrian diploma; Flower markets; Floating flower markets; Tulips; Flower auction; Aalsmeer; Keukenhof; Floral parade; Flowers; They throw away the flowers; Volendam costume; Marken costume; Spakenburg costume; Staphorst costume; Clogs; Dutch street organ; Street organ; Street organ music; *Kleppers* (Castanets); St. Nicholas; St. Nicholas and his Black Peters; Map; William of Orange; Royal palace and flag; The royal family; Skinny Bridge; Lift-up bridge; Delft; Delft blue; Madurodam; Madurodam; K.L.M. jet; Enclosing dam; Windmill; Windmill; Rembrandt;

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The Nightwatch; Rembrandt's colours; Anton Pieck; Vermeer Painting; Cigars; Cigar bands; Bicycles; Cycle path; Winter scene; Winter scene; *Autoweg* (Freeways); Dry dock; Clocks; Beaches; Canals; and Hoorn, lovely old Dutch town.

The titles of the contents of side 1 of the cassette are: *Driekusman* (Dance); *Twee Emmertjes Water Halen* (dance); *Draai orgel* (Street organ); *Kleppers* (Dutch percussion instrument); *Sinterklaas kapoentje* (St. Nicholas song); *Zie Ginds komt de stoomboot* (St. Nicholas song); *Daar wordt aan de deur geklopt* (St. Nicholas song); *Stille nacht* (Silent night); *Ere zij God* (Christmas card); *Er is een kindeke geboren op aard* (Christmas carol); *Hup Holland hup* (Christmas carol); Organ music from the 17th Century by Sweelinck; Dutch National Anthem. The contents of side 2 of the cassette are: *Geluiden* (Sounds of Holland); *In Holland staat een huis* ; *Bart is jarig* (It's Bart's birthday); *Tellen* (counting); *Simon zegt* (Simon says); *Dag*; *The Widow of Stavoren* .

The overhead transparencies consist of a series of maps: the Netherlands (depicting national borders); cities and towns of the Netherlands; rivers, canals, projects (related to land reclamation); land forms; and islands, regions (provinces).

The teacher materials comprise the Teacher's Handbook. The Teacher's Handbook is divided into two sections: general information; and teacher's notes to each subunit. With reference to the first section, the developer states: "This section contains information relevant to the *Multicultural Education Materials* as a whole, namely foreword, notes on the development of these materials, description of contents, suggestions for use, and a resource directory"(6).

The teacher's notes to each of the subunits include the following information: "Introduction; facts and figures (containing brief outlines of history and geography as well as statistical information); supplementary bibliography; index to Resource Cards; background information on each of the four sections (food, family life, community life, people and places); cassette index and script (music, non-music and any additional items such as words of songs); slide script; supplementary materials (answers to puzzles, games, patterns)"(6).

The contents are covered quite clearly through an extensive variety of short topics. The content is to be covered once by the learner. All the subject matter is not required to be covered for a satisfactory learning experience. Supplementary materials are specified within two sources of the Teacher's Handbook. Supplementary materials applicable to the entire unit are listed in a Resource Directory, and include a brief review of each entry (book list 1, non-book materials, records and tapes, films and slides and resource centres). The entries in book lists 2 to 5 refer to the four thematic categories but have a wider reference than the six ethnic subunits presented. A Supplementary Bibliography is supplied for the subunit, The Netherlands.

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4.3 **Sequence:** (applicable to the subunit, The Netherlands) The order of the materials is based upon learners breaking down complex ideas into their component parts. The starting point within the sequence is different for each learner and is determined by the teacher. Learner interests are the bases for determining the starting points. In adopting the approach, Study of a Whole Culture, the course within the sequence is different for each learner and the sequence is determined by the teacher on the basis of learner interests. Open-ended alternatives are specified as optional sequences.

5 METHODS

Multicultural Education Materials is designed as a multicultural education unit. The developer specifies teaching methods for implementing the material. Since the implications of several methods are beyond the scope of this Guide, they are not represented in this analysis. The approach, Study of a Whole Culture, relates to bicultural education and is represented in this analysis in relation to the subunit, The Netherlands. The approach, Focusing on a Special Event, relates to multicultural education and therefore is not represented in this analysis. The approach, Cross-cultural Studies, relates to multicultural education and therefore is not represented in this analysis. Within certain Australian communities, the approach, Multicultural Dimension, with its emphases upon study of the local community, famous people and migration will be applicable to bicultural education and is represented in this analysis. The developer also states that *Multicultural Education Materials* relates to Community Language Programs, and the methodology for implementing the material in these programs is represented in the analysis. *Multicultural Education Materials* also relates to Resources for Projects and Miscellaneous Ideas, and these activities are considered in this analysis.

5.1 **Recommendations for use:** (applicable to the subunit, The Netherlands) The developer states: "These *Multicultural Education Materials* form a resource kit to assist classroom teachers in developing a multicultural curriculum appropriate to their particular school community ..... it is in no way a formal teaching programme"(10).

The approach, Study of a Whole Culture, is specified in relation to the subunit, The Netherlands. The developer states: "Most programmes suggest the study of a European country, so any of the cultures in these materials could easily be substituted for this. For example, there are sufficient resources and information in the Culture from the Netherlands unit for a teacher to develop a comprehensive study of Dutch culture in the Netherlands and in Australia....

The link between Dutch culture in the Netherlands and Dutch culture in Australia is the migration of Dutch people

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from the Netherlands and Indonesia. Part of studying a culture should include some knowledge both of the country of origin and the process of migration. Introductory lessons on Dutch culture could include the following. An audio-visual presentation, using the slides and music and sound effects from the cassette. Location of the Netherlands in relation to Australia: Its location in Europe, neighbours and boundaries. Overhead projector transparencies are provided for this purpose. A large map of the Netherlands for individual or class projects, can be made by copying the basic outline map (transparency 1) projected onto brown paper, blackboard, display board. Basic background on the geographic features, political and economic structure, industry and agriculture. History including exploration and discovery (remember early Australia, Indonesia). Migration history to Australia and other countries (time, transport, routes, settlement, problems)"(12-14).

The approach, The Multicultural Dimension, can be related to bicultural education in some local communities in Australia. The method suggested for studying the local community involves asking and answering the following questions. The developer states: "History: Who were the first settlers and where did they come from? Where have recent residents come from? People: Do all generations of a family live close together? Where did the craftspeople learn their skills? Where did the workers work before arriving here? How many people speak more than one language? Buildings and Public Facilities: Who designed the major public buildings? Who built and paid for the churches, mosques or synagogues? How many different kinds of shops are there which sell food? What community buildings are there? Does the library have community language books and newspapers? Are trained interpreters available at the Health Centre, Hospital, Dentist, etc.? What government information is available in languages other than English? Community activities: Which special days are celebrated in the community? Who are candidates for local elections? Are Saturday or ethnic schools organised? How do people in the community spend their leisure time? The Community Life section will provide a useful resource for such a study" (18-19).

With reference to migration, the developer states: "As an alternative to a timeline approach to migration a study could be developed using the common experiences of families who have migrated to Australia. Many such experiences are recorded in the Family Life sections, while the Community Life sections discuss the establishment of ethnic communities in Australia"(19).

In using the material for Community Language Education, the developer states: "The teachers' notes sections of this Handbook provide brief factual information on history, geography, economy, etc. which may be used in conjunction with the slides, maps and cassette to provide background lessons on the country where the language developed ..... Individual

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resource cards may be used to teach specific items of vocabulary..... Each ethnic unit has a resource card relating to language, with some activities, words to learn or games to play"(20).

The developer states: "Many individual or group projects can be planned using some of the resources within these materials..... As with all project work, children need to have a clear idea of what is expected of them and how it is to be presented. Here are some suggestions for projects for which these materials provide resources or ideas"(21).

Our Family or My Family (individual project). "Activities suggested by Family Life sections: Showing family photographs, photograph albums; take photographs of family members; draw a family portrait; make a family tree; record grandparents' and parents' experiences; write a family history; read stories of family celebrations; draw plans of houses; class display of family photographs and treasures; and history scrapbook"(21).

Class Exchange (class or school project) "The resource cards on life in other countries may stimulate children's interest in some form of cultural exchange. As a means of gaining a better understanding of the life of children in another country, the school may undertake a class exchange box programme. Basically this consists of a sturdy box packed with information on the school, its children, the local community, Australian life, etc. This information might take some of the following forms: set of photographs of the local community with a simple text printed on the back; a collection of children's art and craft work; scrap books on particular themes; homemade books on local events; greeting cards; children's toys, dolls dressed in everyday clothes; stamps, coins, postcards; posters of scenic attractions; and picture books"(22).

The Miscellaneous Ideas involve development of a school garden, a community newsboard, displays, and storytelling.

The description of the teaching-learning methods is fairly clear, comprehensive and located in the Teacher's Handbook.

5.2 **Type of learning environment:** The developer states: "As this resource kit is designed to encourage children to participate in other cultures while at the same time gaining a greater understanding of their own, it includes many activities which take children outside the classroom into the community"(10). The approaches, Study of a Whole Culture, Multicultural Dimension, Coimmunity Language Programs, Resources for Projects, and Miscellaneous Ideas, involve classroom activity although library use is specified for the Study of a Whole Culture, and community involvement is implied in the Multicultural Dimension and several Miscellaneous Ideas.

5.3 **Nature of interaction:** It can be implied that the approaches, Study of a Whole Culture and application to Community Language

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Education Programs, involve predominantly teacher-learner-resource material interaction. The approach, Multicultural Dimension involves predominantly teacher-learner interaction, whilst Projects involve predominantly resource material-learner interaction.

5.4 **Teacher and learner roles:** Each of the teaching methods recommended requires the teacher to initiate roles.

5.5 **Teaching approach**

5.6 **Learning approaches:** Generally, the different teaching methods recommended when using the component materials involve an eclectic approach to learning. The Resource Cards, slides, cassettes and transparencies involve discussion and questioning methods; viewing, listening, answering methods; inquiry methods; methods to develop creativeness; role-playing, simulation and games; and experiential approaches.

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6 OUTCOMES

6.1 **Responses:** (applicable to the subunit, the Netherlands) In applying the approach, Study of a Whole Culture, the developer expects learners to study Dutch culture in terms of the four thematic categories: food, family life, community life, people and places. Within the category, food, the developer expects learners to develop an appreciation of traditions, cooking, shopping, trade, history, fishing, and agriculture. Within the category, family life, the developer expects learners to develop an appreciation of migration, transport, school, recreation, history, celebrations, traditions and the royal family. Within the category, community life, learners are expected to develop an appreciation of land reclamation, industry, agriculture, celebrations, costumes, sports and recreation, and music. Within the category, people and places, learners are expected to develop an appreciation of geography, great discoveries, explorers, artists, tourism, language, folklore and recreation. The developer does not specify the nature of responses.

Learners are required to indicate objective responses to activities specified on the Resource Cards. Most of the activities apply research or practical activities. Learners are expected to make subjective responses to certain exercises and activities and it can be inferred that they should be able to express appropriate values and attitudes. Although the developer implies that the development of value positions is paramount, these are not specified except for negative aspects such as bias and stereotyping.

The method of presentation of subject matter during introductory lessons of the approach, Study of a Whole Culture, involves oral (spoken about) and pictorial transmission, and

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it is implied that graphic (written about) transmission is also involved. The methods of response to the material are not specified for the introductory lessons. In applying the approach, the Multicultural Dimension, the methods of presentation of material and response to material are not specified.

6.2 **Outcomes:** (applicable to the subunit, The Netherlands) Types of skills predicted through the use of the subunit, The Netherlands, in the context of the approach, Study of a Whole Culture, involve facts, concepts, generalizations and structures. The approach, the Multicultural Dimension, involves facts, concepts and generalizations.

In applying the approach, Study of a Whole Culture, skills presented within the disciplines of geography and history involve indirect observation through presentation of geographical and historical information, written notes, map visualization, the use of pictorial material through slide projections. Skills presented within the disciplines of economics and political science involve presentation of economic and political information and written notes.

In applying the approach, Multicultural Dimension, skills presented within the disciplines of geography, history and sociology involve an interdisciplinary approach to the study of the local community through employing research skills to documentary information and consultation with ethnic community members. Learners are also presented with material referring to famous people requiring application of research skills to documentary evidence, and sociological material referring to experiences of Dutch immigrants.

In applying the material within the context of the approaches, Study of a Whole Culture and the Multicultural Dimension, indoctrination, clarification and analysis are incorporated into the material. Common literary themes within the thematic categories are developed throughout the content. Resource Cards (People and Places number 8, and Family Life numbers 7 and 8) and the cassette (side 2, item 7) offer passages which explore literary themes. The material is designed primarily to explore notions of cultural identification. The developer states: "To facilitate cross-cultural studies the materials were given a common structure so each ethnic unit explores the themes of Food, Family Life, Community Life, and People and Places, using resource cards, slides, a cassette, maps and other items"(4). The emphasis given in the material to encouraging favorable cultural attitudes toward the Dutch of the Netherlands is likely to prompt positive motivation toward second language learning. The design of the contents is likely to be more suited to the cognitive style of children from middle and upper class backgrounds in Australian society.

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7 EVALUATION

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7.1 **Specification:** (applicable to the subunit, The Netherlands) The developers state: "There are no formal exercises, tests or assignments"(10). However, written exercises and activities to be assessed by observation are specified on the Resource Cards, although these require the teacher to initiate techniques for learner evaluation. The developer does not intend that these written exercises or activities be assessed.

7.2 **Purpose:** The designs provided would be appropriate to assess achievement and mastery.

7.3 **Outcomes:** The written exercises and activities to be assessed by observation apply knowledge, comprehension, application, analysis, and synthesis.

7.4 **Means:** The assessment forms to be applied to the written exercises and activities to be assessed by observation are not specified. The written exercises involve multiple-choice items, true-false items, simple recall items, short answer procedures, and essays. The form of tabulation and uses of results in reporting learner evaluation are not specified.

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8 CONTINGENCIES AND CONGRUENCES

8.1 **Contingencies:** (applicable to the subunit, The Netherlands) The antecedents, transactions and outcomes within *Multicultural Education Materials* indicate a low degree of contingency. The rationale explains the dilemma in which the developer is placed. The purpose of developing flexible contents capable of optional user development is discrepant with the inflexible designs imposed upon the constructs. The compromise has resulted in poorly defined constructs, and users are not provided with sufficient guidelines concerning the transactions and outcomes to fulfil intended purposes.

The background characteristics indicate that this material is suitable for target learner and teacher groups in Australian schools. Although the stated goals are attainable, these are not realized in the context of the objectives. The goal of developing a 'non-structured' material is not provided through the invariably open-ended nature of the Resource Cards, nor are the affective goals likely to be attained within the contents of the Resource Cards.

The transactions show inadequate contingency between the contents and methods. Although the contents provide subject matter for learners, appropriate in characteristics, scope and sequence, compromise between the irreconcilable purpose has limited the insights of these designs. The relevant, recommended teaching-learning methods lack sufficient definition. The Teacher's Handbook documents introductory approaches for Study of a Whole Culture and The Multicultural Dimension, but it is difficult to appreciate users achieving outcomes in the context of the flexible nature of the contents through the recommended methods.

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Although outcomes are to a degree contingent upon antecedents and transactions, the incompatible purposes expressed have contributed to their imprecise deliniation. This is particularly true of the affective content of the goals; it is difficult to apprehend such outcomes being achieved given the limitations identified in the preceding constructs. Moreover, the evaluation is inadequate to assess achievement of the outcomes.

Although the material is designed for implementation within multicultural education programs, the nature of *Multicultural Education Materials* indicates that limited contingencies could be established between antecedents, transactions and outcomes of appropriate bicultural programs. However, *Multicultural Education Materials* is likely to be most successfully implemented as supplementary material in a bicultural program. Although the developer insists that this is its purpose, the intention of the material is to fulfil a basic role within the curriculum. Despite an effort on the part of the developer to compromise roles, these inconsistencies in purpose have not been overcome within the design of the constructs. The inconsistencies and inadequacies impose constraints upon possible program alternatives a user can develop to implement this material.

8.2 **Congruences:** (applicable to the subunit, The Netherlands) The detached natures of the constructs and lack of cohesion within the material limits the congruence that could be established with appropriate bicultural programs. The developer has concentrated upon providing flexible constructs to contain all contingencies. However scope given to this feature is excessive resulting in inadequate connection between the constructs. Successful implementation of the material is likely to involve the user initiating substantial adaptations to the constructs.

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9 ASSESSMENT AND RECOMMENDATIONS

9.1 **Summary comments:** (applicable to the subunit, The Netherlands) *Multicultural Education Materials* is suitable for use with all learners for bicultural education.

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10 BACKGROUND CHARACTERISTICS

10.1 **Policies:** (applicable to the subunit, The Netherlands) The material is likely to be successful with learners in all urban and rural communities and throughout all socio-economic groups in Australia. The contents are most appropriate to mobile groups in the community with liberal or radical attitudes.

The material is suitable for Anglo-Australian and Dutch-Australian ethnic groups. Generally, the material is not dependent upon these ethnic communities, except the activities designed for learners to interact with the Dutch-Australian community. The material is unlikely to cause conflict between these ethnic communities since the developer states: "..... on the other hand, we needed materials which were acceptable

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to ethnic communities, reflecting their culture in Australia but avoiding the inadequacies of existing materials"(3).

10.2 **Educational Practices:** (applicable to the subunit, The Netherlands) The material could be used successfully with learners from all social backgrounds. The material is appropriate to learners of all social characteristics and is likely to accord with the developer's intention that it provide a resource for a more culturally enriched education. Because the subject matter concentrates upon the Netherlands, Dutch-Australian children aware of their cultural heritage are likely to be more successful using the material.

The material would be most successfully implemented with learners arranged in small groups of mixed ability, or learners arranged in class groups of mixed ability. The material best relates to general education through an integrated approach across subject area lines or study by major topics. The material is somewhat related to other resource materials used in the bicultural education curriculum.

Art, home arts and craft, modern language, music, technology, outside volunteers could contribute to successful use of the material although social science staff would be most important. Moderately more than normal classroom space is required when using this material. Classroom display areas, the school library, audio visual service and the school resource centre are required for successful use of the material. Cassette recorders, overhead projectors and slide projectors are essential equipment.

10.3 **Program Practices:** (applicable to the subunit, The Netherlands) The developer implies that all teachers involved in social sciences education should be capable of using the material successfully given adequate out-of-classroom preparation. However, teachers of Dutch-Australian background are likely to be most successful given that knowledge of Dutch culture of the Netherlands is essential. Teachers would need to possess favorable cultural attitudes toward the Dutch of the Netherlands to experience success with the material. A little knowledge of the Dutch language would be advantageous for success with the material but not essential. Extensive in-service teacher training and teaching experience are necessary to successfully implement the material. Teachers with strong attachment to flexible procedures are likely to be most successful with the material. The material is likely to be successful with learners drawn from all elements of Australian multicultural society.

Learners with favorable cutural attitudes toward the Dutch of the Netherlands are likely to experience most success with the material. All learners, irrespective of their native language, are likely to experience success. Learners would need to show competence in knowledge, comprehension, application, analysis, synthesis and evaluation to use the material successfully. Success with the material is likely to make a difference in attitudes toward oneself, toward change and definitely will make a difference toward others.

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PRAATPAAL

1 **IDENTIFICATION OF RESOURCE MATERIAL**

1.1 **Title:** *Praatpaal: A Dutch Course for Beginners*

1.2 **Author:** Schoenmakers, A.

1.3 **Publisher, Distributor:** Stanley Thornes Publisher; Australasian Educa Press

1.4 **Addresses of Publisher, Distributor:** Educa House, Old Station Drive, Leckhampton, Cheltenham, G153 ODN, England; 74 Railway Road, Blackburn, Victoria, 3130, Australia

1.5 **Year of copyright:** © 1981, A. Schoenmakers

1.6 **Material medium:** print

1.7 **Components**

1.8 **Subject area:** second languages, social sciences

1.9 **Curriculum role:** basic

1.10 **Grade levels and age groups:** adults The analyst believes that the material is suitable for adults and grades 11 and 12 of the upper secondary level in Australian schools.

1.11 **Academic status:** not specified

1.12 **Educational time block:** *Praatpaal* is designed to be implemented optionally as a year-long course.

1.13 **Population characteristics:** The material has been developed for adult learners of Dutch as a second language.

1.14 **Community acceptance:** The material presents the culture of the Dutch of the Netherlands in contemporary terms without reference to traditional features. The material also includes a multicultural perspective through characterization and presentation of ethnic minority groups in Dutch society within the subject matter. However the presentation of culture-related subject matter is biassed toward the northern provinces, in particular Noord-Holland and Zuid-Holland. Noord-Brabant, Limburg and the Dutch speaking regions of Belgium are overlooked.

Although *Praatpaal* was developed in Britain, there are few references to British culture. This is likely to assist successful implementation of the material in Australian schools.

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1.15 **Source:** Material in the second language developed abroad without adaption for use in Australia.

1.16 **Teacher training:** The extent of in-service training necessary to master content and suggested teaching methods in the material is not specified.

1.17 **Preparation:** The extent of out-of-classroom preparation to implement the material as a whole is not specified. The Notes for the Teacher imply that slight out-of-classroom preparation is necessary. However, the natures of out-of-classroom preparation are stated by the author for particular lessons: "Bring about ten small objects into the classroom such as spoons, forks, etc. (Lesson 3); ..... You need to bring a few loaves (to make the lesson realistic) and a couple of Dutch books (Lesson 9); ..... As no other grammatical points are made in this unit, much attention can be paid to the telephone game. You can extend this exercise by making up some more clues on separate (index) cards. On each card you write an instruction as in the book. ..... The game should be repeated once every five or six lessons (Lesson 13); ..... If you have an English and a Dutch recording of the musical song 'If I were a rich man/*Als ik nou eens rijk was*' it is a good idea to use that as an unusual illustration of the conditional clause with the 'unfulfilled condition'(Lesson 23); ..... Bring some holiday snaps of previous years, or better, ask students to bring theirs (Lesson 28)" (x-xii).

1.18 **Physical description:** The material is a soft cover, 164mm by 246mm, 144 page book. The text includes numerous black-and-white illustrations and there is one map of the Netherlands. The quality of printing is excellent, and together with clear presentation of the format, allows the text to be read easily. The quality of paper is good. The aesthetic and technical quality of presentation is excellent.

1.19 **Material development:** The author was formerly an associate of the Department of Germanic Studies, University of Sheffield, England. Further details concerning the author's affiliation, origin, funding and dissemination of the material are not specified.

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2 RATIONALE, RESEARCH AND DEVELOPMENT

2.1 **Rationale:** The author states: "There is now enough evidence to prove that a language is best learned by pure imitation, and in post-war years many direct method courses in which drills pre-dominate and from which grammar has all but vanished have been produced. In spite of this (modern) insight in language acquisition, it is my experience that the average

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adult learner still wants to be given rules, exercises and clear explanations. As *Praatpaal* has been written with an adult learner in mind, I have tried to combine the traditional approach with a more modern one"(vii). The material has been developed upon the basis of this presumption to provide a course which concentrates upon the development of listening, speaking, reading and writing skills in the Dutch language.

The specification of the rationale is quite clear.

2.2 **Research and Development:** The natures of validation, pilot trialling and learner-based revision are not specified. However, it is implied that validation and learner-based revision of the material has been conducted subjectively through observation.

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3 GOALS

3.1 **Goals:** The general goals of the course are to develop listening, speaking, reading and writing skills through dictation, reading, question-and-answer exercises and conversational dialogues. A description of general goals is not specified in the material.

The author incorporates memory, comprehension, application, analysis and synthesis of the cognitive domain into the material. The author incorporates receiving, responding, valuing and organization of the affective domain into the material.

3.2 **Objectives:** Specific objectives in the form of flexible guidelines are clearly stated for each lesson. The author states:

"(a) Students revise the previous lesson's conversation exercise (books closed).
(b) One of the students is asked to read out the text of the new lesson.
(c) Words are explained (in Dutch) and written down in a separate exercise book.
(d) The questions that follow the text are answered (books remain open at this stage).
(e) The new text (or part of the text) is dictated (books closed).
(f) Each student checks his own mistakes.
(g) Grammar is explained and students are given grammatical exercises.
(h) The teacher asks the questions referring to the text for a second time (books closed now!).
(i) Students do the conversation exercise (the questions are intended to be controversial and should provoke a lively response)."(vii).

The objectives are clearly specified.

Behavioral or performance objectives are not stated in measurable terms. Learners are required to demonstrate oral skills by providing a read presentation of the text (through

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a different learner on each occasion), answering questions, and participating within a conversation exercise; aural and writing skills through transcribing a dictation exercise; and reading skills through use of the text at different junctures in the lesson. Demonstration is intended to occur in the presence of a teacher and a group of learners. Learner performance is intended to relate to behavioral changes both in the development of skills in the Dutch language, and the experiences of learners during the progress of the course. The author states: "Whenever possible, a student should be asked to tell the teacher what he sees in a picture, what he thinks of the lesson, whether he finds his homework difficult or easy, and so on"(vii).

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4 CONTENTS

4.1 **Characteristics:** The material is a textbook covering both factual and fictional content within the lessons. The content is predominantly contemporary in nature and relates to Dutch culture in the Netherlands. There is a reference in Lesson 22 to historical events in the Netherlands. The semantic emphasis of the content is economic, geographical, historical and sociological.

The Dutch language is used throughout the material including instructions to exercises. Standard Dutch is used throughout the contents. The language level is beginner.

4.2 **Scope:** The learner materials within *Praatpaal* consist of twenty-eight lessons with their main features listed in the *Inhoudsopgave* (Table of Contents). The titles and contents of each lesson are as follows: Lesson 1 presents the personal pronouns '*jij*' ('you') and '*u*' ('you') in terms of personal relationships; Lesson 2 *Uitspraak* (pronunciation) treats phonics; Lesson 3, *Wat is dat? Vraag en antwoord.* (What is that? Request an answer.) presents subject and predicate relationship; Lesson 4, *Spelling* (spelling) introduces spelling rules; Lesson 5 *De familie van Dijk* (The van Dijk family) presents personal pronouns '*hij* ' ('he') and '*zij* ' ('she'); Lesson 6 includes the definite articles, '*de*' (common gender, 'the') and ' *het*' (neuter, 'the'), and the indefinite article ' *een* ' ('a', 'an'); Lesson 7 presents the accusative cases of personal pronouns; Lesson 8, *Oma is jarig* (Grandmother's birthday) includes formation of plurals, days of the week and cardinal numbers; Lesson 9, *Vervolg iets kopen* (Continuing to buy something) includes the singular forms of the demonstrative pronouns, '*dit* ' ('this') and '*dat* ' ('that'); Lesson 10 includes the plural forms of the demonstrative pronouns, ' *deze*' ('these') and ' *die*' ('those'); Lesson 11 includes present tense conjugations of irregular and strong verbs: '*kijken*' ('to look'), '*worden*' ('to become'), '*komen*'

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('to come') and '*eten*' ('to eat'); Lesson 12 includes rules for the inflection of adjectives by adding '*-e*'; Lesson 13, introduces the telephone game designed to apply grammatical rules and structures within a conversational context; Lesson 14, *Post* (mail) includes three grammatical forms, the inflexions of '*kunnen* ', ('to be able to') irregular plurals, and the accusative form of personal pronouns; Lesson 15 introduces the perfect tense of strong and weak verbs; Lesson 16 introduces compound sentence construction; Lesson 17 introduces the relative pronouns, '*die* ' ('who', 'which'), '*dat*' ('which', 'who'), '*wie*' ('..... whom'), '*wat*' ('what'), '*waar* ' ('where'), '*hoe*' ('how'), '*wanneer*' ('when'); Lesson 18 introduces the past tense of regular verbs; Lesson 19 introduces the past tense of irregular verbs; Lesson 20 introduces the passive voice; Lesson 21 presents the use of the reflexive pronoun, including '*zich* ' ('oneself', '-self'); Lesson 22 introduces the uses of the word '*er*'; Lesson 23 introduces conditional clauses; Lesson 24 includes the pluperfect tense; Lesson 25 includes three grammatical forms, the conjugation of the future tense auxiliary, '*zullen* ' ('will'), the imperative mood, and uses of '*niet* ' ('not') and ' *geen*' ('not ... a/any'); Lesson 26 presents formations of diminutives; Lesson 27 introduces '*he*', '*he*', ' *nou*' , '*hoor*'; and Lesson 28 includes composite verbs.

Most lessons contain introductory reading passages, often including controversial subject matter, intended to stimulate conversation. These are initially presented by one learner. The question and answer technique of the conversation exercises is employed to present grammatical forms inductively, and is followed by statement of the grammatical rule. Strong and weak forms are presented. Additionally, lessons include dictation passages and grammatical exercises. All lessons, excepting the second and fourth, which present phonics and spelling respectively, deal in varying degrees with grammatical forms and structures.

The teacher materials consist of Notes for the Teacher presented in English, and the *Inleiding* (Introduction) which contains information relevant to the teacher's role. The Notes for the Teacher provide an introductory passage, a set of guidelines outlining the general pattern of each lesson, and a detailed discussion of each lesson including recommendations for use. The description of each lesson is adequately designed for the teacher to present the contents effectively. However, the teacher materials offer an optional rather than a compulsory approach for presenting the contents.

The contents are covered very clearly through an extensive variety of short topics. The content is designed to be covered once by the learner excepting the conversation exercises. The learner is required to cover the conversation exercises twice, firstly within the context of the lesson and secondly at the commencement of the succeeding lesson. Information concerning one supplementary material is supplied in the Notes for the Teacher, and the *Inleiding* (Introduction).

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4.3 **Sequence:** The contents require that learners move from concrete to increasing complexity or difficulty, although breaking down of complex ideas into their component parts is incorporated within individual lessons. The starting point within the sequence is the same for each learner, and designed to be determined by the teacher on the basis of prior knowledge. The course within the sequence is the same for each learner, and is determined by the material although the teacher may optionally intervene in determining the sequence. Optional sequences are not available to learners.

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5 METHODS

5.1 **Recommendations for use:** The author states: "As *Praatpaal* has been written with an adult learner in mind, I have tried to combine the traditional approach with a more modern one. Much is learnt in the 'direct' way (i.e. much has to be understood from the context), but rules are given as well. Obviously it is up to the teacher to decide how much attention should be paid to grammar and how much to conversation, as each group will make its own demands"(vii). Additionally the author provides guidelines for teachers in the forms of a general pattern of a lesson, and instructions for the teacher to follow during the course of each lesson.

The description of the teaching learning method is quite clear and comprehensive. The description is located in the Notes for the Teacher.

5.2 **Type of learning environment:** The material is designed for second language learning in the classroom with learners arranged in groups, but the sizes and abilities of groups are unspecified. Learners are required to be grouped in pairs for question exercises and conversational dialogues.

5.3 **Nature of interaction:** Teacher-learner and learner-learner interaction is predominantly prompted by the learning approach adopted.

5.4 **Teacher and learner roles:** Within the conduct of teacher and learner roles, it is intended that the teacher initiates the processes.

5.5 **Teaching approach:** The total approach is a combination of grammar-translation and direct methods. The teacher may determine the emphases placed upon the teaching of grammar either deductively or inductively since the material incorporates particular features characteristic of both methods. Within the general pattern of each lesson, presentation of subject matter through oral reading, development of bilingual vocabulary lists by learners, presentation of texts through dictation, explanation of the grammatical rule of the lesson, and

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exercises to provide practice in grammatical forms and structures are characteristics of the grammar-translation approach embodied in the material. Characteristics of the direct method incorporated within the material are presentation of the material entirely in the second language, presentation and revision of conversation exercises involving subject matter relevant to learner interests, oral response to questions presented in the text. and error correction of mistakes in dictation exercises.

5.6 **Learning approach:** It can be inferred from the contents that didactic instruction, discussion and questioning methods, and viewing, listening, answering methods are adopted in the learning approach.

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6 OUTCOMES

6.1 **Responses:** The author expects learners to acquire competence in the skills of the Dutch language through the presentation of a variety of topics including reading and dictation passages, question exercises, conversational dialogues, and explanation of the grammatical rule of the lesson. Prose passages and conversation exercises used for presentation of material related to Dutch culture of the Netherlands, and aimed at developing attitudes and value positions by learners. Specific responses are stated in relation to second language learning activities.

Objective responses are specified in the instructions to learners at the commencement of topics within lessons. Learners are to write dictation passages and vocabulary lists whilst conversational dialogues and answers to questions are prompted in an objective form to assist learners induce grammatical forms.

The method of presentation of the material is aural, oral, graphic through reading, and pictorial. The method of response to the material is aural, oral and graphic through writing.

6.2 **Outcomes:** The author expects learners to achieve competence in listening, speaking, reading and writing skills although an emphasis is placed upon the development of aural and oral skills. The direct method predominates within the total approach to developing language skills, and this is achieved through demanding grammatical accuracy from the commencement of the course and through use of error correction. Although performance in each language skill is not specified in measurable terms, learners are expected to demonstrate development of each skill throughout the progress of the course.

Predictable outcomes through implementing *Praatpaal* can be categorized as follows. Configurational sequence: Perception of whole words is restricted initially within the contents

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and learners are expected to continuously extend their sight vocabularly. Structional analysis is only introduced within particular contexts, for instance, discussion of the formation of the past participle in Lesson 15. Graphophonic sequence: Phonic skills are introduced in Lesson 2 but include only letter recognition. Syllabification is also treated in Lesson 2. Syntactic transformation: Learners are expected to comprehend sentence structúre from the commencement of the course within the context of the conversational dialogues. Strategies, such as the telephone game, have been included to extend syntactic transformation. Additionally, the structure of compound sentences is treated in Lesson 16 and conditional clauses in Lesson 23. Semantic operators: Achievement of non-verbal, lexical, grammatical and intonational operators are predicted outcomes of using *Praatpaal*. Through presenting strong and weak forms of the articles and pronouns followed by examples, the author refers to gestural, expressional or situational cues in both the oral and literary forms of standard Dutch. The author states: "The emphasis on weak forms is needed as many native speakers of Dutch don't even realize that weak forms exist ... Please remember to pronounce these words as you would in ordinary, everyday Dutch (everybody is inclined to exaggerate in speaking Dutch to foreigners. Yet when they come to Holland, they'll be puzzled by sentences such as 'watistur', because the teacher has overdone the correctness of the pronunciation)"(viii-ix). Lexical operators are presented within the context of conversational dialogues and the strategy, the telephone game. The author states: "Students should become adept at handling the most common phrases such as *'Ik begrijp het niet. Wilt u dat herhalen? Hoe spel je dat?* etc."(x-xi). However, *Praatpaal* is principally concerned with both inductive and deductive presentation of grammatical forms and structures. Specific strategies have not been devised for presentation of intonational operators, and patterns of pitch, stress or juncture are presented by the teacher in the context of conversations.

Although *Praatpaal* is essentially a second language material, content of a bicultural nature is incorporated within the subject matter. This material presents facts, concepts, generalizations and structures concerning geographical, historical, political and sociological accounts of the culture of the Dutch of the Netherlands.

The affective content of *Praatpaal* incorporates value positions involving indoctrination, clarification and analysis. The literary themes presented in the fictional prose passages apply indoctrination and clarification of cultural values of the Dutch of the Netherlands. The factual prose passages include indoctrination, clarification and analysis of cultural values pertaining to Dutch culture of the Netherlands. Although the teaching approach, with its emphasis primarily upon the inductive acquisition of grammar, a high level of motivation on the part of learners, the stress the developers place upon cultural relevance of the subject matter enhances motivation through forming favorable bicultural attitudes.

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The author has applied subject matter within *Praatpaal* to the cognitive style of adult and adolescent learners. Since references in the material allude to Dutch culture in the Netherlands, and there are several references to British society, the material is likely to be appropriate to the cognitive styles of Australian learners in the specified age groups.

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7 EVALUATION

7.1 **Specification:** The author states: "When giving a test to adults, never give real marks, but indications, such as 'good', 'fair', 'not quite right', etc. You don't want old fears from school days to interfere with the fun of your conversation class. If you give written work, ask the group to correct one another's test papers"(x). There is no specific evaluation design provided in the material. Each lesson contains exercises that may be applied to the evaluation of student progress.

7.2 **Purpose:** The exercises are designed to indicate achievement of particular grammatical structures.

7.3 **Outcomes;** Learners are required to apply knowledge, comprehension, application and analysis to complete the exercises.

7.4 **Means:** The written exercises involve cloze procedures and short answer exercises. The forms of reporting learner evaluation are not specified.

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8 CONTINGENCIES AND CONGRUENCES

8.1 **Contingencies:** The antecedents, transactions and outcomes within *Praatpaal* indicate a high degree of contingency. The background characteristics indicate that the contents of the material are suitable for adults and older adolescent age groups. The goals are attainable in terms of the stated objectives through implementation of the contents within the context of the specified teaching-learning method. Both the contents and methods are mutually contingent. This has been provided through the author specifying guidelines as well as affording teachers latitude to stress relatively the presentation of each language skill and provide for individual and collective needs of learners. Outcomes are contingent upon both antecedents and transactions, and can be attained in so far as the total approach, a combination of grammar-translation and direct methods, allows. It is apparent

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that language skills can generally be achieved through the designs presented, although syntactic transformation is dependent upon implementation of the specified teaching-learning method, and the treatment of the graphophonic sequence is limited. However, the evaluation design is inadequate to effectively measure learner outcomes.

Despite the high degree of contingency between constructs of *Praatpaal* , this material would only be successfully implemented in programs directed to adult or older adolescent learners. The contingencies established between the constructs of the material will allow the material to be successfully implemented in appropriate programs given that teachers are committed to the specified teaching approach.

8.2 **Congruences:** Extensive congruence can be established between *Praatpaal* and particular programs. This has been attained through the author providing constructs appropriate to particular programs.

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9 ASSESSMENT AND RECOMMENDATIONS

9.1 **Summary Comments:** *Praatpaal* is suitable for use with all learners for community language education.

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10 BACHGROUND CHARACTERISTICS

10.1 **Policies:** The material is likely to be successful in all urban settings in Australia, and with professional, administrative and clerical workers. The material is applicable to mobile social groups, and is directed toward liberal and radical attitudes in the community.

The material is likely to be successful with both Anglo-Australians and Dutch-Australians. *Praatpaal* is not dependent upon support from the Dutch ethnic community, and is unlikely to cause conflict between Anglo-Australians and Dutch-Australians.

10.2 **Educational Practices:** The material could be used successfully with learners from all social backgrounds in Australian society. Dutch-Australians and Anglo-Australian learners with knowledge of Dutch culture of the Netherlands and the Dutch language are likely to be more successful with this material. Each lesson of the material is organized into a series of short topics, which in some cases would be most appropriate for learners arranged in class groups of mixed abilities, and in other cases learners arranged in small groups of mixed abilities.

The major purpose of the material is directed toward general education and could be successfully implemented within a separate subject area or an integrated approach across subject area lines.

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Modern language teachers are important for successful implementation of the material. The material requires normal classroom space for its use, and additional facilities and equipment are not required.

10.3 **Program Practices:** Teachers of Anglo-Australian and Dutch-Australian backgrounds with lengthy residence in the Netherlands would experience most success with this material. Teachers would need to be aware of Dutch culture of the Netherlands to use this material successfully. Teachers would also need to be able to understand, speak, read and write fluently in the Dutch language to successfully implement the material.

A slight degree of in-service training and teaching experience would be necessary to implement this material successfully. A teacher with some attachment to flexible procedures would be most successful implementing the material.

Both Anglo-Australian and Dutch-Australian learners are likely to experience success with this material. Learners should show competence in the areas of knowledge, comprehension, application, analysis and synthesis of the cognitive domain to use this material successfully. Success with this material is likely to make a difference to learners' attitudes toward themselves, toward others and toward change.

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1 **IDENTIFICATION OF RESOURCE MATERIAL**

1.1 **Title:** *17 Australian Families* (The Baar Family)

1.2 **Developers:** Curriculum Development Centre; Qantas Airways

1.3 **Publishers, Distributors:** Curriculum Development Centre; Qantas Airways

1.4 **Addresses of Publishers, Distributors:** P.O. Box 52, Dickson, Australian Capital Territory, 2602, Australia; G.P.O. Box 489, Sydney, New South Wales, 2001, Australia

1.5 **Year of copyright:** © 1981

1.6 **Material media:** print, set of 1 poster (wall display), set of 2 prints, set of 2 audiocassettes

1.7 **Components:** *17 Australian Families* comprises seventeen case studies based upon Australian families: Lebanese (Hanna), Chilean (Alfaro), American (Parish), Greek (Kypreos), Maltese (Gauci), aboriginal Australian (Stanley), German (Munzberg), Chinese (Yee), Polish (Korziuk), Serbian (Stefanovich), Italian (Puglisi), Dutch (Baar), Anglo-Australian (Medwin), Laotian (Ha), Turkish (Cingiloglu), Irish (Duke), and Fijian-Vanuatuan (Andrew). Only the component case study, The Baar Family, is represented in this analysis, since the remaining sixteen units are beyond the scope of this Guide. Each of the seventeen case studies contains common information about the following: family tree; family background; family now (location, roles and decisions, bringing up the children, community, identity); housing; eating; relaxing; worshipping; learning; communicating; and working.

(applicable to the entire unit)
- Teachers Handbook
- cassettes, set of 2

(applicable to the case study, The Baar Family)
- case study booklet, The Baar Family
- colour poster, set of 1
- colour prints, set of 2

1.8 **Subject areas:** social sciences, language arts, home economics

1.9 **Curriculum role:** basic

1.10 **Grade levels:** grade 7 through to 9, primary level in a simplified form

1.11 **Academic status:** not specified

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1.12 **Educational time block:** unit or mini-course

1.13 **Population characteristics:** not specified It is implied that the material is applicable to the general Australian population.

1.14 **Community acceptance:** (applicable to the case study, The Baar Family) The subject matter of the case study booklet indicates a Coefficient of Evaluation of 71.76 on the basis of favorable identification with Australia and Australian culture.

The component case study, The Baar Family, relates to a Dutch-Australian family resident in Tasmania and judging from depictions of the State capital, Hobart and the Dutch-Australian community in Tasmania, it is most suited to Dutch-Australian children living in this State. However the subject matter of this case study could be successfully implemented with Dutch-Australians, and with Anglo-Australians with appropriate explanations, elsewhere in Australia.

1.15 **Source:** Material in the English language developed in Australia, and depicting aspects of other cultures or containing the content of various other school subjects.

1.16 **Teacher training:** The extent of in-service training necessary to master the content and suggested teaching methods in the material is not specified.

1.17 **Preparation:** (applicable to the entire unit) The extent of out-of-classroom preparation necessary is not specified. In using the approaches, questions and activities outlined in the Teachers Handbook, the developers state: "Teachers should evaluate their suitability before using any particular approach" (9). The analyst believes quite extensive out-of-classroom preparation is necessary to implement the material successfully.

1.18 **Physical description:** (applicable to the entire unit) The unit is contained in a framed, green, plastic box container, with a slip metal latch, measuring 310mm by 230mm by 60mm. The box contains a pocket for one of the two cassettes. The size of the box is sufficient to contain all the materials except the posters.

The Teachers Handbook is a 210mm by 295mm, 49 page, soft cover booklet. It includes a number of black-and-white illustrations and also six tables. The quality of print is excellent but the type face is small in two tables. A gloss paper of excellent quality has been used.

The interview with members of the Baar family on Cassette A plays for approximately 3 minutes 30 seconds. The developers state: "The quality of sound is not 100 per cent because all the interviews were conducted in or around each family's home with the resultant background sounds on the tape. Students will have to listen carefully to the speakers"(39).

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The language material on Cassette B plays for approximately 3 minutes 30 seconds. The quality of reproduction is good. (applicable to the case study, The Baar Family)

The soft cover case study booklet is 295mm by 210mm and contains 27 pages. The booklet includes 41 black-and-white photographs which document each of the themes detailed. Generally the reproduction of the photographs is a little dark, making clarity of detail imprecise. The cover contains an additional coloured photograph.

The colour poster is 583mm by 433mm and of excellent quality. The series of colour posters is not contained in the framed, green plastic box container but in a separate cylindrical cardboard container.

The colour prints are 255mm by 205mm and of excellent quality.

1.19 **Material development**: Development of *17 Australian Families* has been undertaken by the Curriculum Development Centre, a federal educational institution, and a public authority, Qantas Airways Ltd., the Australian international airline, on a commercial basis.

One of the contributors to the Foreword in the Teachers Handbook states: "*17 Australian Families* is the latest release in a very successful series of joint projects undertaken by the Curriculum Development Centre and Qantas Airways. Unlike its forerunners which focus on the study of families in other cultures overseas, *17 Australian Families* focuses on people living in Australia today. This direction is partly a response to the Centre's belief in the value of studying contemporary social issues and trends, and partly a response to the recommendations of the Galbally Report which calls for educational programs to foster multicultural understanding"(2). The material was developed by a project team: P. Fennell and C. Koopman of the Curriculum Development Centre, and T. Myers of Qantas Airways Ltd. Assistance in the development of the material was also provided by groups of initial planners based in each state of Australia, advisers, trialling personnel, selectors of the families, and production personnel.

The nature of funding characteristics are not specified.

The nature of the extent of dissemination is not specified.

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2 RATIONALE, RESEARCH AND DEVELOPMENT

2.1 **Rationale**: (applicable to the entire unit) The developers state: "The underlying reason for their production was to provide a resource on the multicultural nature of Australian society... The intention is to get students to come to some understanding about the multicultural nature of our society through a study of Australian families"(11).

The rationale is clearly specified.

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2.2 **Research and Development:** (applicable to the entire unit) The natures of validation and pilot trialling are not specified. The developers state: "Feedback from teachers using the material would be appreciated"(10). A stated requirement for one instructional method, the Case Study Approach, is: "The teacher is expected to furnish an evaluation of the effectiveness of the materials in terms of the stated aims and objectives"(11).

The nature of learner-based revision is not specified.

Trialling of draft materials is stated to have occurred in four schools in Victoria, Australia: St. Paul's School, Coburg; St. John's College, Braybrook; Ferntree Gully Primary School; and Coburg High School. Personnel responsible for trialling are stated for the first three schools. Trialling also occurred in one school in New South Wales, Australia: Armidale High School. Personnel for this trialling are also specified.

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3 GOALS

3.1 **Goals:** (applicable to the entire unit) The developers state: "The general aims of the materials are as follows:

- i) to help promote increased awareness, understanding and sensitivity in students of the multicultural nature of the classroom, community and nation;
- ii) to help all children cope with the realities of living in a multicultural society;
- iii) to foster the retention of the cultural heritage of different ethnic groups and promote intercultural and international understanding;
- iv) to help enhance personal and cultural identities in all Australians, whatever their background;
- v) to emphasise the intrinsic worth of all people and the positive contributions that differences among groups and individuals make to the whole society;
- vi) to develop sensitivity, understanding and acceptance of differences in customs and values of other ethnic groups;
- vii) to create awareness of the many customs and values that are common between people everywhere;
- viii) to help children understand that culture is constantly evolving and in Australia it evolves in a particular social and physical context;
- ix) to encourage teachers to use the classroom and the community as resources;
- x) to create awareness of the strains and tensions implicit in multiculturalism"(5).

The goals of the component materials vary according to the teaching approach adopted. The developers state that the goals of the Case Study Approach are:

1. "To increase student understanding (ie: knowledge and reflective awareness of their own and others' values and attitudes) of
   - a) the differing nature of Australian family life;
   - b) the differing sets of traditions and values held by significant groups of Australians.

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2. To increase student ability to
    a) empathise with others;
    b) tolerate differences "(11).

In applying general goals within the context of the Case Study Approach, the developers incorporate memory, comprehension, application, analysis, synthesis and evaluation of the cognitive domain into the material. The developers also incorporate receiving, responding, valuing, organization and characterization of the affective domain into the material.

3.2 Objectives: (applicable to the case study, The Baar Family) The objectives of the component materials vary according to the teaching approach adopted. In applying the Case Study Approach, objectives covering all component materials are stated by the developers: "To encourage students to respond to pictorial evidence and to record their reactions to a variety of Australian families for the following purposes:

1. To increase skills of observation and interpretation.
2. To bring attitudes and values to the surface.
3. To reflect on their own values.
4. To motivate students to use the materials further.
5. To provide a structure to guide student enquiry"(12, 13).

Behavioral or performance objectives are not stated in measurable terms. In applying the objectives within the context of the Case Study Approach, the developers state that learners must demonstrate: "Formulating simple concrete hypotheses (tentatively); assembling evidence; interpreting pictorial evidence (part 1); checking hypotheses; reviewing evidence; checking the logic of inferences drawn; reflecting on one's own logic (part 2); use of index to help locate information (part 3); oral skills - listening and responding (part 4); extracting information from a single source, verbal, diagramatic and pictorial; collating, organising and presenting information in a guided, structured context; students interpret, collate and use data organized by other students; speaking and listening; data collection - collation from real life sources (part 5); and constructing a narrative from clues supplied by a factual data base (part 6)"(12,14). The conditions of the demonstration involve teacher direction of class and small group activities. Performance through demonstration of these objectives is related to behavioral changes. Learners are expected to acquire knowledge and concepts related to ethnic identity, stereotyping, prejudice, cultural characteristics of the ethnic group, and information about a particular ethnic family; attitudes and values toward interpreting pictorial material, using hypotheses, judgments, logical and reflective thought processes; interpreting and developing attitudes; valuing their own activities; and imaginative response and creativity.

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4 CONTENTS

4.1 **Characteristics:** (applicable to the case study, The Baar Family) The material consists of a nonconsumable activity book, a manual (applicable to the entire unit), a set of two audio components (applicable to the entire unit), and two sets of visual components. The reality status of the materials is factual. Historical, contemporary and futuristic references are included in the contents. The semantic emphases of the contents are geographical, historical and sociological.

4.2 **Scope:** (applicable to the case study, The Baar Family) The contents of the learner materials include the chapters, listed in the Contents, of the nonconsumable case study booklet, The Baar Family, the colour poster, the set of colour prints, and the set of cassettes (applicable to the entire unit).

The case study booklet, The Baar Family, comprises nine chapters: Family Background, Family Now (Location, Family Roles and Decisions, Bringing up the Children, Community, Identity), Dwelling, Eating, Relaxing, Worshipping, Learning, Communicating, and Working. The chapter, Family Background, prefaced by The Baar Family Tree, presents a literary transcription of interviews with family members concerning their emigration from the Netherlands. Excluding a descriptive account of Hobart, Tasmania, within the subsection, Location, subject matter in Family Now is presented through interview transcription. Each of the chapters, Housing, Eating, Relaxing, Worshipping, Learning, Communicating and Working, also incorporates interview transcription, although the chapter, Eating, contains a set of recipes and the chapter, Communicating, a bilingual word list. The predominant subject matter, based upon transcriptions of interviews with family members, presents both factual details and their opinions concerning personal experiences.

The colour poster and set of colour prints present photographs of family members. The developers state the following caption for the poster: "The Baar family (left to right Jan, Robert-Jan, Magda and Dorinda) pose for a family portrait in the backyard of their home in Hobart"(37). The captions for the colour prints read: "(a) The family visits the Saturday market at historic Battery Point in Hobart; (b) Robert-Jan and Dorinda 'skylark' in the kitchen of their house in Hobart" (38).

The contents presented on the two cassettes are independent. Cassette A includes interviews with parents of each of the seventeen families. The developers state that the subject matter of the interview with Baar family members comprises: "Identity, reaction to Australian customs, names for the children"(39). Cassette B includes words in fifteen native languages spoken by non-English speaking families, and includes a section devoted to the presentation of Dutch words.

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The contents are covered clearly through an intensive coverage of a few materials. The contents are designed to be covered once by the learner although all materials need not be covered for a satisfactory learning experience. Supplementary materials are recommended for two teaching-learning approaches, the Teaching of Values and the Conceptual Approach.

4.3 **Sequence:** (applicable to the case study, The Baar Family) The order of the materials is based upon learners breaking down complex ideas into their component parts. In adopting the Case Study Approach, the starting point within the sequence is different for each learner and is determined by the teacher on the basis of prior knowledge. The course within the sequence is the same for each learner for parts 1, 2, 3 and 4 but different for each learner during group work in part 5 and the creative writing assignment in part 6. The sequence is determined on the basis of learner interests initially by the teacher although learners determine the sequence within small group activities. In describing open-ended alternatives for using the contents, the developers state: "The material should be as open-ended as possible. It should be a starter kit to encourage further development in a sensitive way in the classroom and community"(4). Branching is also specified when applying the Case Study Approach.

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5 METHODS

17 Australian Families is designed as a multicultural education unit. The material employs six teaching methods which affect implementation of the material. Since the implications of several methods are beyond the scope of this Guide, they are not represented in this analysis. Only the method, Case Study Approach, relates to bicultural education, and is represented in this analysis in relation to the case study, The Baar Family. The Case Study Approach is an introductory method, and the alternative methods, Making Your Own Case Study and Thematic Approach, are to be employed subsequently.

Although the method, Making Your Own Case Study could be applied to developing a case study of a Dutch-Australian family, it includes implications involving curriculum development that are beyond the scope of this Guide and it is not represented in this analysis. The perspective of the method, Thematic Approach, relates to multicultural education and therefore is not represented in this analysis. Although the method, Teaching About Values, employs subject matter of the case studies as stimulus material, this method relating only to affective learning, extends beyond the case studies, and therefore is not represented in this analysis. The method, Using The Materials In English Courses, employs a thematic approach with a multicultural educational perspective, and is not represented in this analysis. The method, Conceptual Approach, examines key concepts of multicultural education and is not represented in this analysis.

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5.1 **Recommendations for use:** (applicable to the case study, The Baar Family) The developers state: "This handbook includes some suggestions on how the materials could be used. Many teachers and students will use them in totally different ways. Because of this, the teaching and learning strategies are suggestions only. There is no best way to use these materials. By learning about different approaches from teachers who use the kit the Curriculum Development Centre hopes to build up a network of users to serve as a teacher information exchange"(4).

The Case Study Approach consists of an introduction followed by a variety of strategies. The introduction includes six parts, for which the developers have specified teaching-learning strategies in detail. The developers state: "Following this introduction of 2-3 weeks, a variety of strategies may then be adopted: reading one case study, on an individual basis, with a view to giving a brief oral or written review to a group of students; producing a 'This is Your Life' sequence on one member of the family; a 'Thematic Approach' may be the logical extension to the introductory 'Case Study' approach; a whole class, or groups within the class, using the interviews schedule (Appendix C), the example of the materials themselves, and the experience of organizing data, make up their own case study studies"(15).

The description of the method, Case Study Approach, is very clear, comprehensive and located in the Teachers Handbook.

5.2 **Type of learning environment:** In relation to the Case Study Approach, the developers state: "This unit assumes that 1. students would be working on these materials in class, with little opportunity for excursion at this stage of this unit; 2. some activities which the student would complete outside the class are necessary"(11).

The Case Study Approach requires that parts 1, 2, 3 and 4 be presented to learners arranged in class groups, but the sizes and abilities of groups are unspecified. For parts 5 and 6, learners are to be arranged in small groups of from two to four learners but the abilities of groups are unspecified.

5.3 **Nature of interaction:** The Case Study Approach prompts a variety of interaction patterns. Within the Introduction, part 1 involves predominantly teacher-to-learner action, part 2 teacher-learner interaction, part 3 resource material-learner interaction, part 4 teacher-learner interaction, part 5 teacher-learner-resource material interaction and part 6 resource material-learner action. Among the subsequent strategies, preparation of a review, involves resource material-to-learner action, and 'This is Your Life' involves teacher-resource material-learner interaction.

5.4 **Teacher and learner roles:** Parts 1, 2 and 4 of the Introduction to the Case Study Approach require the teacher to initiate roles, whilst in parts 3, 5 and 6 of the Case Study Approach, the learners predominantly initiate roles.

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5.5 **Teaching approach**

5.6 **Learning approach**: Part 1 of the Introduction to the Case Study Approach employs a sequence of learning approaches: discussion and questioning methods; problem-solving, heuristic and discovery methods; and viewing, listening and answering methods. Parts 2 and 4 incorporate discussion and questioning methods; parts 3 and 5 involve inquiry methods; and part 6 employs methods to develop creativeness. Of the subsequent strategies, preparation of a review involves inquiry methods, and 'This is Your Life' involves inquiry methods, methods to develop creativeness, and role-playing.

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6 OUTCOMES

6.1 **Responses**: (applicable to the case study, The Baar Family) In applying the Case Study Approach, intended responses are stated by the developers: "Awareness of: need to continually sharpen observation - logical thinking skills, to value more the suspension of judgment - not to jump to hard and fast conclusions on flimsy evidence (part 1); develop negative attitudes towards simple stereotyping; to be more reflective on their own observations, attitudes and values (part 3); 1 neat chart summarising some or all of the booklet (part 5); an edited, complete product as selected from those outlined in teaching/learning column (part 6)"(13, 15).

The responses stated for parts 1, 5 and 6 are cognitive, and part 3 contains affective responses.

The method of presentation of the material during the introduction of the Case Study Approach involves oral and pictorial transmission in part 1; oral transmission in part 2; pictorial transmission in part 3; oral transmission in part 4; graphic (read) and pictorial transmission in part 5; and pictorial transmission in part 6. The method of response to the material is by aural and graphic (written about) transmission in part 1; graphic (read) transmission in part 2; graphic (read) and graphic (written about) transmission in part 3; aural and graphic (read) transmission in part 4; oral, graphic (written about) and pictorial transmission in part 5; and graphic (written about) transmission in part 6. The methods of presentation of material and response to material are not specified for the strategies, following the introduction, when using the Case Study Approach.

6.2 **Outcomes**: (applicable to the case study, The Baar Family) Types of skills predicted through use of the case study, The Baar Family, in the context of the Case Study Approach involve facts, concepts and generalisations.

The sociological emphasis within the case study, The Baar Family includes in the introduction the following skills stated by the developers: "Migration - early, recent; difference in nationality; ethnicity; identity - names (part 1); stereotyping - jumping to conclusions, evidence (part 2); stereotyping; prejudice (part 3); family background; family now - location,

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family roles and decisions, bringing up the children, community, identity; dwelling; eating; relaxing; worshipping; learning; communicating; working (part 5); the content here is any relevant information about the family, embellished perhaps by the students' imagination (part 6)"(12, 14).

In applying the Case Study Approach, value positions predicted in using the case study, The Baar Family, include indoctrination, clarification and analysis.

The following values related to cultural identification are stated by the developers: Awareness of pictorial clues; responding to pictorial stimuli; appreciating and valuing the use of tentative hypotheses (part 1); developing positive attitude to 'suspending judgment until all the evidence is in'; valuing logical and reflective thought processes (part 2); being aware of responding to reflecting on group attitudes; developing negative attitude towards stereotyping (part 3); increase student understanding of the differing nature of Australian family life, the differing sets of traditions and values held by significant groups of Australians; to increase student ability to empathise with others, tolerate differences; caring for what they are doing (part 5); to encourage students to value imaginative response and creativity (part 6)"(12, 14).

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7 EVALUATION

7.1 **Specification:** (applicable to the case study, The Baar Family) Within the context of the Case Study Approach, the developers state: "The teacher has an obligation to provide some sort of quantitative assessment of student performance"(11). Types of evaluational designs specified are written exercises and activities to be assessed by observation. In specifying evaluation within the Introduction to the Case Study Approach, the developers state: "Simple: 3-5 minutes before end period, write on board an open-ended question such as: 'During this lesson I found that my powers of observation and logical thinking were - because -', students write response (anonymously) on half page and leave them on desk near door on way out; another form: 'in this lesson I learnt' - or 'from these posters I learnt - (part 1); student charts may be assessed on the basis of criteria conveyed to the students at the start of the exercise eg: accuracy of information, clarity of communication (part 5); student work may be assessed and effectiveness of the curriculum (in terms of its stated goals) may be evaluated by assessing on the basis of criteria agreed on at the beginning of the exercise"(13, 15). Evaluational designs are not specified for the strategies following the introduction.

7.2 **Purpose:** The purpose of student evaluation is to assess achievement.

7.3 **Outcomes:** The written exercises in part 1 of the introduction apply knowledge, comprehension, application, analysis, synthesis, and evaluation, whilst the activities to be assessed

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by observation in parts 5 and 6 involve knowledge, comprehension, application, analysis and synthesis.

7.4 **Means:** The assessment form applied to the written exercises is not specified, but the activities to be assessed by observation in parts 5 and 6 are criterion-referenced. The written exercises in part 1 involve short answer procedures, and the activity to be assessed by observation in part 6 involves writing essays. In reporting learner evaluation, the form of tabulation and uses of results are not specified.

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8 CONTINGENCIES AND CONGRUENCES

8.1 **Contingencies:** (applicable to the case study, The Baar Family) The antecedents, transactions and outcomes within *17 Australian Families* indicate a high degree of contingency. This has been achieved by the developers through clear and precise organization and specification of the constructs.

The background characteristics indicate that the material is suitable for target learner and teacher groups in Australian schools. The developers have related the goals and objectives of the material, and these are attainable by the more able learners. Since the goals and objectives stress learning in the affective domain, learners are also required to negotiate higher order skills of the cognitive domain.

The transactions also indicate a high degree of contingency between the constructs with the characteristics, scope and sequence of the contents relating to the predominant teacher-learning method, the Case Study Approach. However, the emphasis placed upon transcriptions of interviews with the Baar family in the case study booklet and cassette A, to the exclusion of other forms of communicating the subject matter, limits the extent to which teachers may vary or modify teaching-learning methods applied in the classroom. Despite this, the developers have established sufficient cohesion within the scope of the contents so that teachers may develop open-ended alternatives and branching. In establishing the precedence of the Case Study Approach and according derivative roles to features of certain of the alternative teaching approaches, the developers have paid attention to their intention of providing optional uses for the material.

The outcomes are contingent upon the transactions. Within the context of the Case Study Approach, the developers have clearly stated intended responses and predicted outcomes learners are expected to express or achieve. Although, a stated intent is that teachers are to account for evaluation of student performance, the strategies specified do not constitute formal testing procedures. Although they apply to assessment patterns currently adopted in many Australian schools, it must be presumed that teacher-made testing procedures are to be employed for formal evaluation of student performance.

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Although the material is designed for implementation within multicultural education programs, the nature of *17 Australian Families* indicates that contingencies could be established between antecedents, transactions and outcomes of appropriate bicultural education programs with modifications. Modifications would involve the Rationale, Goals, Contents, Methods, Outcomes and Evaluation. Modifications to the Rationale, Goals, Outcomes and Evaluation would involve application of the multicultural intents to a bicultural context. Modification within the transactional constructs would be more extensive, so that a restricted scope of the Contents would be implemented through the Case Study Approach.

On the basis of such modifications, teachers are likely to attain the Goals and Outcomes within a bicultural setting, although restricting the scope of the Contents will require that supplementary materials are implemented. The developers have designed the Case Study Approach as an initial method guiding teachers and learners into any one of the alternative methods. Modification of the teaching-learning methodology will limit the extent to which this can be satisfied when using *17 Australian Families* in a bicultural educational context.

8.2 **Congruences:** (applicable to the case study, The Baar Family) The contingencies established between the constructs of *17 Australian Families* and its implementation with modifications within the constructs of a bicultural education program, indicates that a generally high degree of congruence can be established between the material and an appropriate program. The analysis established that the constructs are congruent between the material and social sciences programs adopted in many Australian schools.

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9 ASSESSMENT AND RECOMMENDATIONS

9.1 **Summary comments:** (applicable to the case study, The Baar Family) *17 Australian Families* is suitable for use with all learners for bicultural education.

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10 BACKGROUND CHARACTERISTICS

10.1 **Policies:** (applicable to the case study, The Baar Family) The material is likely to be successful with learners in all urban and rural communities, and throughout all socio-economic groups in Australia. The contents are appropriate to both mobile and static groups in the community with liberal or radical attitudes.

The material is suitable for Anglo-Australian and Dutch-Australian ethnic groups. Successful implementation of the material is not dependent upon support from the Dutch ethnic community, although the developers state: "These materials should rarely be used as a sole resource! Supplement them with imagination, other resources, student experiences, family and community contact"(10). The material is unlikely to cause

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conflict between these ethnic communities, although as the developers state: "The families were not selected because they were 'typical' of a particular ethnic group..... Furthermore, the families selected should not be seen as representative of any particular group, be it ethnic, social or political in interest"(10).

10.2 **Educational Practices:** (applicable to the case study, The Baar Family) The material could be used successfully with learners from all social backgrounds of Australian society, although it is more likely to be successful with Dutch-Australian learners who are aware of the experiences of Dutch immigrants in Australia. The material would be most successfully implemented with learners arranged in small groups of mixed ability for certain activities and learners arranged in class groups of mixed ability for other activities. The material relates best to general education through an integrated approach across subject area lines, or study by major topics. The material is well-related to other resource materials used in bicultural education.

English, home arts and crafts, social sciences teachers and outside volunteers could contribute to successful use of the material although social science staff would be most important. A great deal of classroom space is required when using the material. Classroom display areas, the school library and audio-visual service are required for successful use of the material. Cassette recorders are essential equipment when using the material.

10.3 **Program Practices:** (applicable to the case study, The Baar Family) Teachers of both Anglo-Australian and Dutch-Australian backgrounds should experience success with the material. The material requires the teacher to impart understanding of cultural concepts within the context of the Baar family's experiences before and after the migration process, but does not require the teacher to have personally experienced these processes. However, the teacher is expected to possess favourable bicultural attitudes particularly within the context of Australian society. A little knowledge of the Dutch language would be advantageous but not essential. Since detailed information is specified for each construct to enable implementation of the material, little in-service teacher training is required although quite extensive teaching experience is necessary for successful implementation. Teachers with attachment to flexible procedures are likely to be most successful with the material.

The material is likely to be successful with learners drawn from all elements of Australian multicultural society. Learners with favorable cultural attitudes toward Dutch-Australians are likely to experience most success with the material. All learners, irrespective of their native language, will have equal opportunity to experience success with the material. Learners would need to show competence in knowledge, comprehension, application, analysis, synthesis and evaluation to use the material successfully. Success with the material is likely to make a difference in attitudes toward oneself, toward change and definitely will make a difference toward others.

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ANNOTATIONS OF
SUPPLEMENTARY
INSTRUCTIONAL
RESOURCE MATERIALS

A DUTCH READER

1.1 **Title:** *A Dutch Reader*

1.2 **Author:** Williams, J. K.

1.3 **Publisher:** Stanley Thornes Publisher

1.4 **Address of Publisher:** Educa House, Old Station Drive, Leckhampton, Cheltenham, GL53 ODN, England

1.5 **Year of copyright:** © 1981 J. K. Williams

1.6 **Material medium:** print

1.7 **Components**

1.8 **Subject area:** language arts

1.9 **Curriculum role:** supplementary

1.10 **Grade levels:** not specified. The analyst believes the language level and contents are suitable for secondary level (grade 7 through to grade 12).

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Source:** Materialin the second language developed abroad without adaptation for use in Australia.

1.15 **Physical description:** The text is a 169mm by 240mm, 102 page soft cover book. The book contains black-and-white illustrations and black-and-white photographs. The darkness of the photographs limits their clarity. The quality of paper and print is good, and the size of print would be suitable for most learners for which the text is designed. The aesthetic quality of presentation is good, and the technical quality of presentation is excellent.

1.16 **Linguistic characteristics:** The text is bilingual. Each literary extract from a Dutch source is prefaced by a brief introduction in English.

1.17 **Language level:** intermediate

1.18 **Scope:** *A Dutch Reader* consists of 106 literary extracts from Dutch reading materials. The extracts comprise an anthology of poems and prose passages. Most extracts are preceded by a brief introductory passage in English and followed by short bilingual vocabularies. The extracts have not been categorized according to thematic content but organized on the basis of increasing sequential difficulty.

The Preface provides information for teachers.

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A DUTCH VOCABULARY

1.1 **Title:** *A Dutch Vocabulary*

1.2 **Author:** Donaldson, B.

1.3 **Publisher:** Australasian Educa Press

1.4 **Address of Publisher:** 74 Railway Road, Blackburn, Victoria, 3130, Australia

1.5 **Year of copyright:** © 1983

1.6 **Material medium:** print

1.7 **Components**

1.8 **Subject area:** second languages, language arts

1.9 **Curriculum role:** supplementary

1.10 **Grade levels:** secondary and tertiary levels

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** The author states: "This book is intended for the English-speaking students of Dutch wherever they reside in the world and whatever course being followed ....." (3).

1.14 **Source:** Material in the second language written for Australian needs.

1.15 **Physical description:** The text is a 96 page, 150mm by 230mm, soft cover book with an attractive cover. The word lists are presented clearly with each group of words numbered in the margin. The author states: "In cases where it is not immediately obvious where the stress falls on a word, the syllable to be stressed is printed in bold type" (5). The quality of the print is excellent. Each page contains a black-and-white illustration referring to "an important point of grammar or particular idiom in addition to using in context some of the words given on the page" (5). The technical and aesthetic quality of presentation is excellent.

1.16 **Linguistic characteristics:** Usage in the text is bilingual presenting word lists in Dutch and English. Standard Dutch is used throughout the text.

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1.17 **Language level:** beginner

1.18 **Scope:** The learner materials consist of bilingual word lists presented in the vocabulary and grouped according to the following major thematic categories: clothing (*kleding*); work and profession (*werk en beroep*); the family (*de familie*); Mankind, man (*de mens*); the human body (*het menselijk lichaam*); eating and drinking (*eten en drinken*); fauna (*de dierenwereld*); at home (*thuis*); recreation and relaxation (*recreatie en ontspanning*); travel (*reizen*); the earth and space (*de aarde en de ruinte*); the weather (*het weer*); health (*gezondheid*); money and finance (*geld en financier*); religion (*de godsdienst*); flora (*de plantenwereld*); life and death (*het leven en de dood*); the calendar (*de kalender*); at school, at the university (*op school, aan de universiteit*); language (*taal*); reading and writing (*lezen en schrijven*); the nation (*het rijk*); traffic (*verkeer*); at the station (*op het station*); at the post office (*op het postkantoor*); in the country (*op het platteland*); colours (*kleuren*); crime (*misdaad*); in town (*in de stad*); shopping (*winkelen*); building, construction (*de bouw*); the clock (*de klok*); war and peace (*oorlog en vrede*); verbs (*werkwoorden*); adjectives (*bijvoeglijke naamwoorden*); conjunctions (*voegwoorden*); prepositions (*voorzetsels, preposities*); adverbs (*bijwoorden*); pronouns (*voornaamwoorden*); interrogatives (*vraagwoorden*).

The author states: "By having grouped the words further under broad general topics, it should be practical for example for teachers to set essays on those topics in which the student can attempt to use as many of the given words as possible. A further advantage of grouping the words under general topics is the avoidance of ambiguity of meaning. Many words have a variety of meanings depending on context, but usually the meaning of a particular word is clear in this instance because of the other words in its vicinity. On occasions it was necessary, for the sake of clarity, to footnote individual vocabulary items, but this has been kept to a minimum" (3).

Each thematic category consists of a series of several bilingual lists of words, from eight to twelve in number which refer to specific categories of related words within each broad general topic.

The relationship between the broad general topics within the sequence is not entirely evident from this ordering. The majority of the first thirty-three topics relate to the human environment excepting fauna, the earth and space, the weather and flora which might have formed an introductory section. The remaining seven general topics relate to grammatical forms and constitute a separate grouping at the end.

The text does not contain specific teacher materials although the Preface is designed to assist the user of the text. The author explains the rationale, goals and contents of the text and follows this with an account of irregular features of the vocabulary derived from cultural differences.

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ALLEEN OP DE WERELD

1.1 **Title:** *Alleen op de wereld*

1.2 **Author:** Malot, H.

1.3 **Publisher:** Van Goor Jeugdboeken

1.4 **Address of Publisher:** Amsteldijk 166, 1079 LH Amsterdam, Nederland

1.5 **Year of copyright:** © 1979

1.6 **Material medium:** print

1.7 **Components:** The series consists of the following readers:
1. *Remi op weg met Vitalis* (Remi leaves with Vitalis)
2. *Remi verliest zijn meester* (Remi looses his teacher)
3. *Remi's avontuur in de mijn en Remi eindelijk gelukkig* (Remi's adventure in the mine and Remi is finally happy)
4. *Remi eindelijk gelukkig* (Remi is finally happy)

1.8 **Subject area:** language arts

1.9 **Curriculum role:** supplementary

1.10 **Grade level:** not specified The analyst believes the language level is appropriate through to grade 10 of Australian schools although the contents are aimed at the lower secondary level.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Source:** Material in the second language developed abroad without adaptation for use in Australia.

1.15 **Physical description:** Each reader in the series is a 172mm by 245mm, hard cover book with a colorful cover. The illustrations are in colour. The print and paper quality is good although the print is small. The aesthetic and technical quality of presentation is good.

1.16 **Linguistic characteristics:** The Dutch language only is used in each component reader. The standard language is used in the text.

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1.17 **Language level:** advanced

1.18 **Contents:** Each component reader comprises a single prose narrative and is not divided into chapters. The plot of each reader concerns the adventures of Remi and his quest to gain happiness.

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DAANTJE

1.1 **Title:** *Daantje*

1.2 **Author:** Roggeveen, L.

1.3 **Publishers; Distributor:** Elsevier Nederland b.v., Van Goor Zonen; D. A. Book Depot

1.4 **Addresses of Publishers, Distributor:** Amsteldijk 166, 1079 LH Amsterdam, Nederland; 11-13 Station Street, Mitcham, Victoria, 3132, Australia

1.5 **Years of copyright:** © 1972 deel 1, 2; 1973 deel 3, 4, 5, 6, 9, 10; 1979 deel 7, 8

1.6 **Material medium:** print

1.7 **Components:** The series comprises the following readers:
- *deel 1: De baard van Daantje* (Daantje's beard)
- *deel 2: Daantje gaat schaatsenrijden* (Daantje goes skating)
- *deel 3: Daantje past op het huis* (Daantje looks after the house)
- *deel 4: Daantje doet boodschappen* (Daantje goes shopping)
- *deel 5: Daantje gaat op reis* (Daantje goes travelling)
- *deel 6: Daantje helpt een handje* (Daantje gives a hand)
- *deel 7: Daantje wat doe je daar?* (Daantje, what are you doing there?)
- *deel 8: Daantje groot en Daantje klein* (Daantje big and Daantje small)
- *deel 9: Daantje koopt kippen* (Daantje buys chickens)
- *deel 10: Wees voorzichtig Daantje!* (Be careful, Daantje!)

1.8 **Subject area:** language arts

1.9 **Curriculum role:** supplementary

1.10 **Age groups and grade levels:** 4 through to 9 years The language level, but not the subject matter, is suitable for intermediate classes through to grade 9 of Australian schools.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Source:** Material in the second language developed abroad without adaptation for use in Australia.

1.15 **Physical description:** Each reader in the series is a 147mm by 218mm, hard bound book with a coloured illustrated cover,

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and coloured and black-and-white illustrations. Deel 1 contains 67 pages, deel 2 71 pages, deel 3 75 pages, deel 4 75 pages, deel 5 71 pages, deel 6 71 pages, deel 7 71 pages, deel 8 71 pages, deel 9 71 pages, and deel 10 71 pages. The print is of excellent quality and suitable in size to be read by the specified age groups. The aesthetic and technical quality of presentation is excellent.

1.16 **Linguistic characteristics:** The Dutch language only is used in the text. The standard language is used in the text.

1.17 **Language level:** intermediate

1.18 **Scope:** Each reader presents a self-contained plot, and the contents are organized into separate chapters. This series features incidents occurring to Daantje, a rotund sixty-year-old man, who lives near a small Dutch town. The characterization contained in these readers will capture the attention of children, and the stories will convey Dutch culture of the Netherlands to their readers.

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DE AVONTUREN VAN PETER EN HELEENTJE

1.1 **Title:** *De avonturen van Peter en Heleentje*

1.2 **Author:** Oossanen, K. C. van

1.3 **Publisher:** Stichting Boekenhuis Veritas

1.4 **Address of Publisher:** Postbus 287, 2400 AG, Alpen aan den Rijn, Nederland

1.5 **Year of copyright:** © n.d.

1.6 **Material medium:** print

1.7 **Components:** The series consists of four volumes:
deel 1: Peter en Heleentje gaan winkelen (Peter and Little Helen go shopping)
deel 2: Peter en Heleentje gaan naar de dierentuin (Peter and Little Helen go to the zoo)
deel 3: Peter en Heleentje maken een rijtuig (Peter and Little Helen make a carriage)
deel 4: Peter en Heleentje gaan uit logeren (Peter and Little Helen go for a trip in the car)

1.8 **Subject area:** language arts

1.9 **Curriculum role:** supplementary

1.10 **Grade levels:** not specified The analyst believes the material could only be successfully implemented at the secondary level of Australian schools, although the content is aimed at upper primary level.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Source:** Material in the second language developed abroad without adaptation for use in Australia.

1.15 **Physical description:** Each reader in the series is a 125mm by 218mm, hard bound book with a black, white and red illustrated cover and illustrations. The print is of excellent quality and suitable in size to be read by young children. The aesthetic and technical quality of presentation is excellent.

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1.16 **Linguistic characteristics:** The Dutch language only is used in the text. The standard language is used in the text.

1.17 **Language level:** intermediate

1.18 **Scope:** Although each reader presents a self-contained story, the contents of the readers are not organized by topic, chapter or thematic categories. The plot of each reader in this series concerns the adventures of two children, brother and sister.

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DE AVONTUURLIJKE REIS VAN BOLKES ZOON MET DORUS DAS

1.1 **Title:** *De avontuurlijke reis van Bolkes zoon met Dorus Das*

1.2 **Author:** Hildebrand, A. D.

1.3 **Publisher:** Elsevier Nederland b.v.

1.4 **Address of Publisher:** Amsteldijk 166, 1079 LH Amsterdam, Nederland

1.5 **Year of copyright:** © 1980

1.6 **Material medium:** print

1.7 **Components**

1.8 **Subject area:** language arts

1.9 **Curriculum role:** supplementary

1.10 **Grade level:** not specified The analyst believes the language level is appropriate to the secondary level of Australian schools although the content is aimed at middle and upper primary levels.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Source:** Material in the second language developed abroad without adaptation for use in Australia.

1.15 **Physical description:** The reader is a 135mm by 205mm, hard bound book with a colorful cover. Illustrations are in black-and-white. .The print and paper are good quality. The print is small but suitable in size for secondary learners.

1.16 **Linguistic characteristics:** The Dutch language only is used in the text. The standard language is used in the text.

1.17 **Language level:** intermediate

1.18 **Scope:** The material is organized into ten chapters. The plot of the text concerns the adventurous journey of Boltje and Dorus Das along a river by boat to the Wild Wood and their encounters with Mischa the Bear and Otto Otter.

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DE BOS-BASISATLAS

1.1 **Title:** *De bos-basisatlas*

1.2 **Author:** Wolters-Noordhoff b.v.

1.3 **Publisher:** Wolters-Noordhoff b.v.

1.4 **Address of Publisher:** Damsport 157, 9728 PS, Groningen, Nederland, (Postbus 58, 9700 MB, Groningen, Nederland)

1.5 **Year of copyright:** © 1976

1.6 **Material medium:** print

1.7 **Components**

1.8 **Subject area:** social sciences

1.9 **Curriculum role:** supplementary

1.10 **Grade levels:** not specified The analyst believes different sections of the contents are suitable for particular grade levels. The introductory section is appropriate for upper primary level in Australian schools for presentation of various conventional signs and symbols used in cartography. The sections, Nederland, Europa and Wereld, are suitable for learners in grades 7 and 8 of the lower secondary level for visualizing political divisions, contour shading of relief, and land use whilst learners in grades 9 and above can use the same subject matter for interpreting the information contained on the maps.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Source:** Material in the second language developed abroad without adaptation for use in Australia.

1.15 **Physical description:** The material is a 233mm by 302mm, 63 page hard bound book with an attractively illustrated cover. The relatively thick pages are appropriate for classroom use. The atlas features coloured illustrations, black-and-white and coloured photographs. The maps are coloured and technically of an excellent standard. The quality of paper and print is excellent. Bold-face print in both black and red has been used which is suitable for reading by appropriate learner groups. The aesthetic and technical quality of presentation is excellent.

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1.16 **Linguistic characteristics:** The Dutch language only is used in the text. Standard Dutch is used throughout the contents.

1.17 **Language level:** beginner

1.18 **Scope:** The learner material is presented in four sections: introductory subject matter; Nederland; Europa; and Wereld. The introductory subject matter covers pictorial and photographic representation realized to scale on maps, and interpretation of the members represented in legends and keys.

The section, Nederland (the Netherlands), consists of the following maps: 1 *Vervoer van mensen en goederen* (transportation of people and goods) includes an inset map, *Provincies* (Provinces); 2. *Het gebruik van de grond* (Land uses); 3. *Hoog en laag* (Relief); 4. *Grondsoorten* (Soil regions) including an inset map, *Nieuw land* (Reclaimed land); 5. *Wonen en werken* (Living and work) includes four maps, *Wonen* (Population distribution), *Akker- en tuinbouw* (Employees in arable farming and horticulture), *Industrie* (Employees in secondary industry) and *Dienstverlening* (Employees in tertiary industry); 6. includes four maps, *Bodemschatten en industrie* (Minerals and industry), *Werknemers in de elektrotechnische industrie* (Employees in the electronics industry), *Vrije tijd* (Recreation), *Geluidshinder bij Schiphol* (Noise pollution from Schiphol Airport), 7. *Noord-Nederland* (Northern Netherlands); 8. *Midden-Nederland* (Central Netherlands); and 9. *Zuid-Nederland* (Southern Netherlands), including an inset map, *Toeristenkaart* (Tourist map).

The section, Europa, consists of the following maps: 10. *Hoog en laag* (Relief); 11. *De staten* (The nation-states); 12. *België en Luxemburg* (Belgium and Luxembourg); 13. *Midden-Europa* (Central Europe); 14. *Frankrijk* (France); 15. *Het Verenigd Koninkrijk en Ierland* (United Kingdom and Ireland); 16. *Noordzeegebied* (North Sea territory); 17. *Noordwest-Europa* (North-West Europe) includes two inset maps *Spitsbergen* (Spitsbergen) and *Faeröer* (Faeroe Islands); 18. *Zuid-Europa* (Southern Europe); 19. *De Alpen* (The Alps); 20. *Sowjetunie* (Union of Soviet Socialist Republics), including an inset map, *Staatkundige verdeling* (Political divisions); 21. includes four maps, *Wonen* (Population distribution), *Bodemschatten en industrie* (Minerals and industry), *Gebruik van energie* (Energy use), *Hebben we genoeg energie?* (Have we sufficient energy?).

The section, Wereld, comprises the following maps: 22. *Azië* (Asia); 23. *Zuidwest-Azië* (South-western Asia); 24. *Zuidoost-Azië* (South-eastern Asia); 25. *Azië* (Asia) includes two maps, *Wonen* (Population density), and *Bodemschatten en industrie* (Minerals and industry); 26. *Israël* (Israel) including an inset map, *Palestina ten tijde van Jezus* (Palestine in the time of Christ); 27. *Australië* (Australia) including two inset maps, *Wonen* (Population distribution), and *Bodemschatten en industrie* (Minerals and industry); 28. *Afrika* (Africa); 29. *Het Midden-Oosten* (The Middle East) including oil and natural gas production, and two inset maps of Africa, *Wonen* (Population distribution), and *Bodemschatten en industrie* (Minerals and industry); 30. *Noord-Amerika* (North America); 31. *Zuid-Amerika* (South America); 32. *De Verenigde Staten van Amerika* (The United States of America); 33. *Amerika* (America) includes two maps, *Wonen* (Population distribution) and *Bodemschatten en industrie*

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(Minerals and industry); 34. *De aarde: Het Gebruik van de grond en visserij* (The Earth: Agriculture and Fisheries); 35. *De aarde: Bodemschatten en industrie* (The Earth: Minerals and industry); 36. *De aarde* (The Earth) includes three maps, *Gemiddelde jaartemperatuur* (Average annual temperatures), *Neerslag per jaar* (Annual rainfall), and *Oorspronkelijke plantengroei* (Natural vegetation); 37. *De aarde* (The Earth) includes three maps, *Wonen* (Population distribution), *Arm en rijk* (Poor and rich), and *Analfabetisme* (Illiteracy); 38. *De aarde en poolgebieden* (The Earth and Polar Regions) includes four maps. *Godsdiensten* (Religions), *Landstalen* (Languages); *Noordpoolgebied* (North Pole) and *Zuidpoolgebied* (South Pole).

Each of the three sections of maps, Nederland, Europa and Wereld is prefaced by an introductory page listing the contents of the section by map titles. Colour tinting is used on all maps except those representing population distribution and employment which use stippling, whilst maps representing minerals and industry employ symbols. Hatching is occasionally employed. A key or legend is presented with each map. The key is depicted by means of a cross section for maps indicating relief. In the section Nederland, the scale for maps 1, 2, 3 and 4 is 1:1 400 000; 1:2 500 000 for maps 5 and 6 a, b, c; 1:500 000 for maps 7, 8 and 9. In the section Europa, the scale of maps 10 and 11 is 1:28 000 000; 1:1 500 000 for map 12; 1:4 500 000 for maps 13, 14 and 15; 1:8 000 000 for map 16; 1:7 500 000 for map 17; 1:12 000 000 for map 18; 1:4 500 000 for map 19; 1:30 000 000 for map 20: and 1:42 000 000 for map 21. In the section Wereld, the scale for map 22 is 1:45 000 000; 1:25 000 000 for maps 23 and 24; 1:80 000 000 for map 25; 1:2 500 000 for map 26; 1:30 000 000 for maps 27, 30 and 31; 1:35 000 000 for map 28; 1:15 000 000 for map 29; 1:17 500 000 for map 32; 1:70 000 000 for map 33; 1:100 000 000 for maps 34 and 35; 1:200 000 000 for maps 36, 37 and 38. An index is provided at the close of the text.

Proportionally representative treatment is offered to each of the four sections of the atlas. The section, Nederland, contains nine pages of maps, Europa twelve pages of maps, and Wereld seventeen pages of maps. Two maps represent climatic factors: 36a and 36b. Nineteen maps represent relief: 3, 10, 12, 13, 14, 15, 17, 18, 19, 20, 22, 23, 24, 26, 27, 28, 30, 31 and 32. One map represents natural vegetation: 36c. One map represents soils: 4. Two maps represent energy use: 21c and 21d. Seven maps represent minerals and industry: 6a, 21d, 25b, 27d, 29c, 33b and 35. Four maps represent land use: 2, 7, 8 and 9. One map represents polders: 4a. Two maps represent agriculture: 5b and 34. Two maps represent secondary industry: 5c and 6b. Once map represents tertiary industry: 5d. One map represents pollution: 6d. One map represents recreation: 6c. Seven maps represent population distribution: 5a, 21a, 25a, 27a, 29b, 33a and 37a. One map represents economic development: 37b. One map represents illiteracy: 37c. One map represents religions: 38a. One map represents languages: 38b. Seven maps represent political divisions: 1, 11, 16, 20a, 29a, 38c and 38d. One map represents historical political divisions: 26a.

Teacher materials are not presented in the contents.

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DE DAG DAT HET KLEUREN REGENDE

1.1 **Title:** *De dag dat het kleuren regende*

1.2 **Author:** Etherton, R.

1.3 **Publisher:** Uitgeverij Omniboek

1.4 **Address of Publisher:** Postbus 130, 8260AC, Kampen, Nederland

1.5 **Year of copyright:** © 1976 Lion Publishing

1.6 **Material medium:** print

1.7 **Components**

1.8 **Subject area:** language arts

1.9 **Curriculum role:** supplementary

1.10 **Grade level:** not specified Although the contents are appropriate to lower primary level, the language level is suitable for beginner classes through to grade 8 in Australian schools.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Source:** Material in the second language developed abroad without adaptation for use in Australia.

1.15 **Physical description:** The reader is a 180mm by 249mm, 29 page, hard cover book with a colorful cover. Illustrations are in colour and black-and-white forming a background for the text. The quality of print and paper is excellent. The aesthetic and technical quality of presentation is excellent.

1.16 **Linguistic characteristics:** The Dutch language only is used in the text. The standard language is used.

1.17 **Language level:** beginner

1.18 **Scope:** The thematic development of this reader provides the explanation of the Grey Boy's discovery of colours. A large balloon, carrying three children in its basket, descends into Greyland and the Grey Boy sees Anneke's blue dress, Tom's red trousers and Jan's green shirt.

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DUTCH REFERENCE GRAMMAR

1.1 **Title:** *Dutch Reference Grammar*

1.2 **Author:** Donaldson, B.

1.3 **Publisher; Distributor:** Martinus Nijhoff b.v; Australasian Educa Press

1.4 **Addresses of Publisher; Distributor:** Morssingel 9-13, 2312 AZ, Leiden, Nederland; 74 Railway Road, Blackburn, Victoria, 3130, Australia

1.5 **Year of copyright:** © 1981

1.6 **Material medium:** print

1.7 **Components**

1.8 **Subject area:** second languages, language arts

1.9 **Curriculum role:** supplementary

1.10 **Grade levels:** upper secondary and tertiary levels. The analyst believes that learners in the upper secondary level are likely to be able to use the material only through the guidance of a teacher.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** The text is designed as a reference grammar for non-native speaking learners of Dutch. The author states: "Although my approach has been entirely from the point of view of a native-speaker of English, I feel and hope that most of the material will be of equal validity for native-speakers of other languages, and that this book might find currency in those countries until such time as a similar work appears in those languages" (9).

1.14 **Source:** Material in the second language written for Australian needs.

1.15 **Physical description:** The material is a 275 page, 160mm by 240mm, soft cover book. The size of print is small but consistent with its use as a reference text. However, if the material is to be adapted for principal use as an advanced course, the print would need to be larger. The quality of printing and paper is good. The aesthetic and technical quality of presentation is excellent.

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1.16 **Linguistic characteristics:** Usage in the text is bilingual. The text is presented in English with grammatical examples cited in both English and Dutch.

1.17 **Language level:** advanced

1.18 **Scope:** The learner material consists of sixteen chapters: pronunciation (*uitspraak*); spelling (*spelling*); punctuation (*interpunctie, leestekens*); cases (*naamvallen*); articles(*lidwoorden*); demonstratives (*aanwijzende voornaamwoorden*); nouns (*zelfstandige naamwoorden*); pronouns (*voornaamwoorden*); adjectives (*bijvoeglijke naamwoorden*); adverbs (*bijwoorden*); verbs (*werkwoorden*); conjugations (*voegwoorden*); prepositions (*voorzetsels/preposities*); numerals (*telwoorden*); (*er*); negation (*ontkenning*). In addition there are three appendices: letter writing; proper nouns; and common Dutch abbrevations. The titles of chapters are listed in the contents.

The thematic material within each chapter is systematically organized, and the longer chapters are divided into designated sections. The author states: "My approach to grammar is a conventional one. Objective classification and consistency in lay-out are imperative for a book like this to be successful. I feel that by keeping to the categories the student is likely to be acquainted with from his other language studies, the information will be more readily accessible to the majority who make use of it. The contents of this book are only accessible to the student who has a thorough knowledge of the traditional categories of grammar; this is after all the only classification that is international enough to give the work currency wherever it may be used in the world" (9).

Quantitative emphasis is placed upon the more important grammatical parts with the treatment of verbs being the most extensive.

The text does not contain specific teacher materials, although the Preface is designed to assist the user of the text. The author explains the rationale and contents of the text and follows this with an account of lists incorporated within the chapters and appendices. A table of Contents, an Index and list of recommended texts are also included.

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EEN GOED BEGIN

1.1 **Title:** *Een goed begin ..... A Contemporary Dutch Reader*

1.2 **Author:** Bird, R. B. and Shetter, W. Z.

1.3 **Publisher:** Martinus Nijhoff b.v.

1.4 **Address of Publisher:** Morssingel 9-13, 2312 AZ, Leiden, Nederland

1.5 **Years of copyright:** © 1963, 1978

1.6 **Material medium:** print

1.7 **Components:** (*Een goed begin* is designed as supplementary reading to the course, *Introduction to Dutch: A Practical Grammar.*) *Een goed begin* consists of two volumes:

1. Texts
2. Notes, grammatical sketch, vocabulary

1.8 **Subject area:** language arts

1.9 **Curriculum role:** supplementary

1.10 **Grade levels:** tertiary level. The material could be used selectively with teacher guidance at the upper secondary level (grades 11 and 12) of Australian schools.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified.

1.13 **Population characteristics:** The authors state: "In preparing this reader we have had in mind those persons who wish to learn to read Dutch, particularly those in the academic, business or government worlds who contemplate an extended stay in the Netherlands"(v).

1.14 **Source:** Material in the second language developed abroad without adaptation for use in Australia.

1.15 **Physical description:** The two texts are each 135mm by 190mm, soft cover books. Volume 1 contains 102 pages and volume 2 contains 108 pages. There are two maps and one illustration, all in black-and-white. The quality of paper and printing in both volumes is excellent, but the size of print in volume 2 is too small for comfortable reading. The aesthetic quality of presentation is good, and the technical quality of presentation is excellent.

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1.16 **Linguistic characteristics:** The text is bilingual. Each extract from Dutch literature is prefaced by a brief introduction in English.

1.17 **Language level:** advanced

1.18 **Scope:** The learner materials of the component, volume 1: Texts, consist of twenty-six unabridged selections from Dutch literature arranged in increasing order of difficulty: Hoornik (*Amsterdam tussen vijf en zes* and *Begrafenis*); Carmiggelt (*Rupsen*); Frank (*Het achterhuis*); Lennart (*Avontuur van gisterem*); Coster (*Wandeling in Delft*); Bomans (*Het kistje*); Marsman (*Herinnering aan Holland* and *Landschap*); Voeten (*Herfst in Amsterdam*); Bloem (*November*); Nijhoff (*De wolken*); Bordewijk (*De rechter*);Campert (*Vergelen mensen*); Belcampo (*Eind goed al goed*); van Hattum (*De zoon van Fokje Wallinga*); Helman(*De moordenaar en zijn zoon*); Blaman (*De arme student*); Stip (*Op een kip, op een spin,op een roek* and *op een bok*); Vasalis (*De duif*); Gerhardt (*Het carillon*); van Eyck (*De tuinman en de dood*); Morriën (*Sneeuw in Overijsel*); Couperus (*Het afschied*); van Schendel (*De zeilmaker*); Vestdijk (*De winde in de storm*); Huizinga (*Vondel*); Den Doolaard (*De watertovenaars*).

The authors state: "Twenty-six authors of our century are represented, including popular and humorous writers as well as serious and revered men of letters all of them recognized authors whose works are widely read in Holland and often found in textbooks for use in Dutch schools. However, our book is not intended to be an anthology of Dutch literature. We make no effort to evaluate the reading selections from a literary point of view, nor do we imply that each poem or story is particularly representative of the author concerned "(v).

Each extract consists of an introduction offering brief bibliographical information concerning the author and his or her works. The initial extracts are generally short, less than 100 lines, but the later extracts may run in excess of 200 lines. A numerical notation indicating every fifth line is provided in the margin. Acknowledgement is provided at the close of each extract.

Although the extracts are intended primarily to develop reading skills in Dutch, the authors have given attention to the selection of the contents. The writers, excepting extracts from literary works by Couperus, Huizinga and Den Doolaard, concentrate upon portraying and representing Dutch society during the immediate post-war years and reflect the culture of the Dutch of the Netherlands. A variety of thematic material is included concentrating upon the human and physical environments of the Netherlands.

The learner materials relating to the second component,volume 2, consist of Notes, a Grammatical Summary and a Vocabulary. The Notes comprise explanations in English of Dutch words and phrases presented in each extract. These are listed separately for each extract and are identified by reference to the line of the text. The Grammatical Summary and Vocabulary are designed to provide convenient references for readers of the texts.

The Preface to the component volume, Texts, provides information for teachers.

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KIEMKRACHT

1.1 **Title:** *Kiemkracht: werkboek voor het leesuur*

1.2 **Author:** Bouwers, L. L. (ed.)

1.3 **Publisher:** Uitgeverij De Vuurbaak b. v.

1.4 **Address of Publisher:** Neutronstraat 13, 9743 Groningen, Nederland (Postbus 189, 9700 AD, Groningen, Nederland)

1.5 **Years of copyright:** © 1975 (volume 1), 1976 (volume 2)

1.6 **Material medium:** print

1.7 **Components:** The material comprises two component volumes.
deel 1: voor de brugklas (volume 1: for the intermediate class)
deel 2: voor de tweede en derde klas MAVO en de tweede klas HAVO/VWO (volume 2: for the second and third classes MAVO and the second classes of HAVO and VWO)

1.8 **Subject area:** language arts

1.9 **Curriculum role:** supplementary

1.10 **Grade levels:** Volume 1 of the material is designed for reading lessons at the intermediate level, a transitional year between primary and secondary levels, equivalent to grade 7 of Australian schools. Volume 2 of the material is designed for reading lessons in the second and third grades of the secondary level of MAVO, schools providing pre-technical education, equivalent to grades 8 and 9 of comparable Australian schools, and the second grades of the secondary level of HAVO, schools providing a general education, and VWO, schools providing pre-university education, equivalent to grade 8 of comprehensive Australian schools. Although the contents of the material are suitable for the equivalent grades of Australian schools, the analysts believe the language level is more appropriate to grades 11 and 12 of Australian schools.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Source:** Material in the second language developed abroad without adaptation for use in Australia.

1.15 **Physical description:** The two component volumes are each 153mm by 226mm, hard bound books. Volume 1 consists of 208 pages, and volume 2 consists of 268 pages. The covers of both

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volumes feature a coloured illustration related to the theme of the text. The material contains both black-and-white photographs and illustrations. The quality of paper and print is excellent. Although the size of the print is small, it is suitable for the recommended grade levels. The aesthetic and technical quality of presentation is excellent.

1.16 **Linguistic characteristics:** The Dutch language only is used throughout the text. The standard language is used.

1.17 **Language level:** advanced

1.18 **Scope:** The learner material of the component reader, volume 1, consists of thirty-eight chapters based mainly upon literary extracts. The titles of these chapters are *Inleiding* (Introduction), *Spannend* (Thrilling), *Een gesprek met Piet Prins* (A conversation with Piet Prins), *Jeugdland* (Youth Land), *Grote Pier* (Great Pier), *Poëzie 1* (Poetry I), *Lodewijck wordt verhoord* (Lodewijck being questioned), *De verrader!* (The traitor!), *Leerlingen nemen interviews af* (Students take interviews), *Egypte in het jaar 1458 voor Christus* (Egypt in 1458 B.C.), *Een vertelling uit de Bijbel* (A story out of the Bible), *Poëzie 11* (Poetry II), *Willibrord op Ameland* (Willibrord on Ameland), *Een hoofdstuk uit de kerkgeschiedenis* (A chapter out of the church history), *Een waar verhaal over een zendeling* (A true story about a missionary), *Een rattenvanger gaat op reis* (A ratcatcher goes on a journey), *Poëzie 111* (Poetry III), *Turend in de avond* (Staring into the night), *Nanuk de geweldenaa*[illegible]Nanuk the great), *Spreekwoorden 1* (Expressions I), *Humor 1* (Humour I), *Humor 11* (Humour II), *Humor 111* (Humour III), *Humor 1V* (Humour IV), *Poëzie 1V* (Poetry IV), *Sage, legende, sprookje, mythe, fabel* (Sagas, legends, fairy tales, myths, fables), *Spreekwoorden 11* (Expressions II), *Hielko wil meer weten .....* (Hielko wants to know more .....), *Poëzie V* (Poetry V), *"De tweede pijl was voor jou bestemd!"* ('The second arrow was meant for you!'), *Vliegers vertrekken naar de pool* (Pilots leave for the Pole), *Stropen in een natuurreservaat* (Poaching in a nature reserve), *Poëzie V1* (Poetry VI), *Tweehonderdvierendertig schoten in enkele seconden* (Two hundred and thirty four shots in a few seconds), *Uit het dagboek van Anne Frank* (From the diary of Anne Frank), *De oorsprong van het Dagboek* (The origin of the Diary), *Koerierster Clara* (Courier Clara), *Herinnering aan Holland* (Memory about Holland).

The learner material of the component reader, volume II, consists of chapters categorized according to seven themes: *Uit en over de Bijbel* (Out of and about the Bible) including *Poëzie-A, thema: de Bijbel* (Poetry about the Bible); *Uit de historie* (History); *Sage, sprookje, mythe, fabel* (Sagas, fairy tales, myths, fables) including *Poëzie-B, thema: Nederland* (Poetry about the Netherlands); *Verhalen voor en (vaak) over jongens en meisjes* (Stories for and about boys and girls); *Informatie* (Information) including *Poëzie-C, thema: De jaargetijden* (Poetry about the seasons); *Humor* (Humour); *De ruimte*

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in (Science fiction) including *Poëzie-D, thema: Er Komt (g)een eind aan* (Poetry about the end of time).

The contents of each volume are listed in the *Inhoud* (Contents), placed at the close of the text.

Teacher material is provided in volume 1 of the material in the *Voorwoord, verantwoording, didaktische kanttekeningen* (Foreword, account, study plan) which provides information concerning the *titel* (title), *leesstof* (learning material), *werkboek* (workbook), *aansluiting bij het basisonderwijs* (connection to the basic education), *lesopbouw* (lesson-building), *dankbaar voor geboden hulp*(acknowledgement for assistance provided), and *graag kritiek* (enthusiastic criticism), and in volume II in the *Inleiding* (Introduction) which provides information concerning *blik vooruit* (forward glance), *hartelijk dank* (cordial thanks) and *leerlingen* (pupils). This material provides information concerning material development and rationale.

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KUN JE NOG ZINGEN, ZING DAN MEE!

1.1 **Title:** *Kun je nog zingen, zing dan mee!*

1.2 **Authors:** Veldkamp, J. and Boer, K. de. Jonker, P. (piano accompaniments)

1.3 **Publisher; Distributor:** Wolters-Noordhoff b.v.; D. A. Book Depot

1.4 **Addresses of Publisher; Distributor:** Damsport 157, 9728 PS, Groningen, Nederland (Postbus 58, 9700 MB, Groningen, Nederland); 11-13 Station Street, Mitcham, Victoria, 3132, Australia

1.5 **Year of copyright:** © 1979

1.6 **Material medium:** print

1.7 **Components:**

1.8 **Subject area:** music

1.9 **Curriculum role:** supplementary

1.10 **Grade Levels:** not specified The analyst believes the contents are suitable for upper primary and lower secondary levels (grades 5 through to 8) of Australian schools.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Source:** Material in the second language developed abroad without adaptation for use in Australia.

1.15 **Physical description:** The material is a 202mm by 270mm, 223 page, hard cover book with an attractive cover illustrating a Weissenbruch water-colour, *De oude molen*. The size of print is large enough for primary school singers to follow, and is placed within the musical scores to increase readability. The aesthetic and technical quality of presentation is good.

1.16 **Linguistic characteristics:** The Dutch language only is used throughout the text. Standard Dutch is used throughout the material although inclusion of archaic words and phrases renders a culturally charged aspect to the subject matter.

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1.17 **Language level:** intermediate

1.18 **Scope:** The material contains a collection of one hundred and fifty-three songs intended for singing in Dutch schools. The musical scores and the accompanying verses are included. The songs are listed in the *Inhoud* (Contents) by title, *Alphabetische inhoudsopgave naar de beginregels der liederen* (Alphabetical table of contents according to the initial line of the songs). The collection spans the development of song in the Netherlands extending from folk song to the songs of early twentieth century Dutch composers, B. Zweers (1854-1924) and C. Dopper (1870-1939).

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LENTE IS EEN NIEUW BEGIN

1.1 **Title:** *Lente is een nieuw begin*

1.2 **Author:** Anglund, J. W.

1.3 **Publisher; Distributor:** Zomer en Keuning Boeken b.v.; D. A. Book Depot

1.4 **Addresses of Publisher, Distributor:** Kernhemseweg 7, 6717 ZB, Ede, Nederland (Postbus 235, 6710 BE, Ede, Nederland); 11-13 Station Street, Mitcham, Victoria, 3122, Australia

1.5 **Years of copyright:** © 1963, 1967, 1977

1.6 **Material medium:** print

1.7 **Components**

1.8 **Subject area:** language arts

1.9 **Curriculum role:** supplementary

1.10 **Grade Level:** not specified The analyst believes the material would be successfully implemented at the upper primary level of Australian schools. Although the content is directed to the lower primary level, the language level renders the material suitable for beginners in the upper primary level of Australian schools.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Source:** Material in the second language developed abroad without adaptation for use in Australia.

1.15 **Physical description:** The reader is a 110mm by 172mm, hard bound book with an attractive cover. Each double page features black-and-white illustrations, sometimes with additional green and yellow colouring. The print and paper are good quality. The print is too small for the learner group for which the material is intended. The aesthetic and technical quality of presentation is excellent.

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1.16 **Linguistic characteristics:** Only the Dutch language is used in the material. Standard Dutch is used in the text.

1.17 **Language level:** beginner

1.18 **Scope:** The text is not ordered into topics or chapters. The thematic development of this elementary reader involves the natural concept of spring beginning the cyclic sequence of the seasons.

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LEUKE VERTELSCHAT

1.1 **Title:** *Leuke vertelschat*

1.2 **Author:** Scarry, R.

1.3 **Publisher:** Zuid-Nederlandse Uitgererij n.v.

1.4 **Address of Publisher:** Cleydaellaan 8, 2630, Aartselaar, België

1.5 **Years of copyright:** © 1950, 1954, 1955, 1959, 1961, 1963, 1964, 1965, 1966, 1967, 1968 Western Publishing, 1966 'The Golden Go-Go Library', 1967 R. Scarry

1.6 **Material medium:** print

1.7 **Components**

1.8 **Subject area:** language arts

1.9 **Curriculum role:** supplementary

1.10 **Grade level:** not specified Although the contents are appropriate to lower primary level, the language level is suitable for beginner classes through to grade 8 in Australian schools.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Source:** Material in the second language developed abroad without adaptation for use in Australia.

1.15 **Physical description:** The reader is a 173mm by 256mm, 93 page, hard cover book with a colourful cover. The illustrations are in colour. The quality of print and paper is excellent. The print can be easily read by learners in the specified class groups. The aesthetic and technical quality is good.

1.16 **Linguistic characteristics:** The Dutch language only is used in the text. The standard language is used in the text.

1.17 **Language level:** beginner

1.18 **Contents:** The reader consists of a series of short stories with the following titles: 1. *Woont hier Juffrouw Muis?* (Does Miss Mouse live here?); 2. *De veldmuis en de stadsmuis* (The fieldmouse and the townmouse): 3. *Bollie Bear* (Bollie Bear);

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4. *Ondeugende Pimpie* (Naughty Pimpie); 5. *Kleine konijntjes worden groot* (Small bunnies grow big); 6. *De verjaardag van Eefje Eekhoorn* (The birthday of Eefje the Squirrel); 7. *Wel te rusten, Kleine Beertje!*(Good night, Little Bear!); 8. *Eefje Eend enzijn vriendjes* Eefje the Duck and his little friends); 9. *Het kleine Indiaantje* (The little Indian); 10. *Bravo, Bill!* (Well Done, Bill!).

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NETHERLANDS

1.1 **Title:** *Netherlands: the land and its people*

1.2 **Author:** Huggett, F. E.

1.3 **Publisher:** Macdonald Educational

1.4 **Address of Publisher:** Holywell House, Worship Street, London E.C.2, England

1.5 **Year of copyright:** © 1976

1.6 **Material medium:** print

1.7 **Components**

1.8 **Subject area:** social sciences

1.9 **Curriculum role:** supplementary

1.10 **Grade levels:** not specified The analyst believes the contents and language level of the material most appropriate to grade 7 through to grade 10 of the secondary level, although the text could be used in the upper primary level with teacher guidance.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Source:** Material in the English language developed abroad, and depicting aspects of other cultures or containing the content of various other school subjects.

1.15 **Physical description:** The material is a 222mm by 289mm, 61 page, hard cover book with an attractively illustrated cover. The material contains eighty-nine coloured and six black-and-white photographs, thirty-nine coloured, two brown-shaded and eight black-and-white illustrations, six graphs related to geography, one figure representing the Dutch political system, and nine maps. Additionally, the inner front cover includes a coloured photograph and the inner back cover includes two maps. The quality of print is excellent but the type is too small for adequate reading by learners in the specified grade levels.

1.16 **Linguistic characteristics:** English only is used in the text.

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1.17 **Language level**

1.18 **Scope:** The learner materials comprise twenty-three topics, three reference sections and a gazetteer. The titles of the topics are The Making of the Netherlands, Water - friend and ancient foe, The Dutch influence, Family life, A foundation of faith, Education, A history of resistance, A passion for peace, Patron of the arts, Merchants and seamen, Sports and sportsmen, Shops and shopping, Eating the Dutch way, Amsterdam - Venice of the North, Monarchy and the Hague, Farms and factories, Time off, Waterways and bicycles, Media and communication, Customs and costumes, Heroes in fact and fiction, A sturdy independence, and A progressive society. Each topic has a similar format and occupies two pages. Each topic consists of a short narrative text supplemented by photographs, illustrations and maps. The titles of the reference sections are Geography and Government, History and the Arts, The Economy. Geography and Government consists of narrative prose passages, graphs and a figure. History and the Arts consists of a chronological list and a list of important Dutch artists. The Economy consists of a narrative prose passage, graphs and maps. The Gazetteer lists important towns and other geographical features of the Netherlands. An Index is also supplied at the end of the text.

Teacher materials are not supplied in the material.

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NIEUWE AVONTUREN VAN BOLKE DE BEER

1.1 **Title:** *Nieuwe avonturen van Bolke de Beer*

1.2 **Author:** Hildebrand, A. D.

1.3 **Publisher:** Elsevier Nederland b.v.

1.4 **Address of Publisher:** Amsteldijk 166, 1079 LH Amsterdam, Nederland

1.5 **Year of copyright:** © 1980

1.6 **Material medium:** print

1.7 **Components:**

1.8 **Subject area:** language arts

1.9 **Curriculum role:** supplementary

1.10 **Grade level:** not specified The analyst believes the language level is appropriate to the secondary level of Australian schools although the content is aimed at the upper primary level.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Source:** Material in the second language developed abroad without adaptation for use in Australia.

1.15 **Physical description:** The reader is a 135mm by 205mm, hard bound book with a colorful cover. Illustrations are in black-and-white. The print and paper are good quality. The print is small but suitable in size for secondary learners.

1.16 **Linguistic characteristics:** The Dutch language only is used in the text. The standard language is used in the text.

1.17 **Language level:** intermediate

1.18 **Scope:** The material is organized into eleven chapters. The plot of the text concerns the adventures of Bolke the Bear, and his son Boltje. Boltje is captured by hunters in the Black Forest. Bolke and Rein the Fox plan to free Boltje who has been placed in a zoo.

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OKKIE

1.1 **Title:** *Okkie*

1.2 **Author:** Roggeveen, L.

1.3 **Publishers:** Elsevier Nederland b.v., Van Goor Zonen

1.4 **Address of Publishers:** Amsteldijk 166, 1079 LH Amsterdam, Nederland

1.5 **Years of copyright:** © 1973 *Okkie en zijn vriendjes, Okkie weet raad, Okkie in de kou, Okkie gaat verhuizen, Okkie en de vogels;* 1974 *Okkie en Moortje, Okkie en de rups, Okkie kan toveren; Okkie Pepernoot, Okkie en Klaasje, Okkies verrassing;* 1980 *Okkie, waar zit je?*

1.6 **Material medium:** print

1.7 **Components:** The series comprises the following readers:
Okkie Pepernoot (Okkie Pepernoot)
Okkie en zijn vriendjes (Okkie and his friends)
Okkie weet raad (Okkie has the answer)
Okkie in de kou (Okkie in the cold)
Okkie gaat verhuizen (Okkie is moving)
Okkie en de vogels (Okkie and the birds)
Okkie en Klaasje (Okkie and Klaas)
Okkies verrassing (Okkie's surprise)
Okkie, waar zit je? (Okkie, where are you?)
Okkie en Moortje (Okkie and Moort)
Okkie en de rups (Okkie and the caterpillar)
Okkie kan toveren (Okkie can do magic)

1.8 **Subject area:** language arts

1.9 **Curriculum role:** supplementary

1.10 **Age groups and grade levels:** 3 through to 6 years The language level, but not the subject matter, is suitable for beginner classes through to grade 8 in Australian schools.

1.11 **Academic level:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Source:** Material in the second language developed abroad without adaptation for use in Australia.

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1.15 **Physical description:** Each reader in the series is a 147mm by 216mm, hard bound book. Each component reader has an attractive, brightly coloured cover and the text contains coloured illustrations on alternate pages. The quality of paper and print is excellent. The size of print is adequate for reading by the specified age groups, and syllables within words are spaced. The aesthetic and technical quality of presentation is excellent.

1.16 **Linguistic characteristics:** Dutch only is used in the text. The standard language is used throughout the contents. Syllabification is indicated through spaces, smaller than the spaces between words, which nonetheless may be confusing to beginning learners of Dutch as a second language, facing initial exposure to the written form.

1.17 **Language level:** beginner

1.18 **Scope:** Each reader presents a self-contained plot, and the contents are organized into separate chapters. This series features the fantastic adventures of Okkie amidst a fairyland inhabited by gnomes and animal characters. The characterization and simple plots of the readers in this series would be enjoyed by young children within the specified age groups.

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ONZE NEDERLANDSE PROVINCIES

1.1 **Title:** *Onze Nederlandse provincies*

1.2 **Author:** Verstegen, L. (text author)

1.3 **Publisher:** Fibo-Beeldonderwijs b.v.

1.4 **Address of Publisher:** Postbus 139, Zeist, Nederland

1.5 **Year of copyright:** © n.d.

1.6 **Material medium:** projector slides

1.7 **Components:** The series comprises the following sets of slides, each accompanied by a text:

Fibocolor 537: De Zuiderzeewerken
Fibocolor 538: Rond het IJsselmeer I
Fibocolor 539: Rond het IJsselmeer II
Fibocolor 540: Groningen
Fibocolor 541: Friesland
Fibocolor 542: Drenthe
Fibocolor 543: Overijssel
Fibocolor 544: Gelderland
Fibocolor 545h: Utrecht
Fibocolor 546h: Noord-Holland
Fibocolor 547h: Zuid-Holland
Fibocolor 548: Zeeland
Fibocolor 549: Noord-Brabant
Fibocolor 550: Limburg
Fibocolor 383: Deltawerken

1.8 **Subject area:** social sciences

1.9 **Curriculum role:** supplementary

1.10 **Grade levels:** not specified. The analyst believes that the slides could be used with upper primary and secondary learners although the level of the texts is advanced.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Source:** Material in the second language developed abroad without adaptation for use in Australia.

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1.15 **Physical description:** Each set in the series contains thirty projector slides. Each set is accompanied by a 140mm by 210mm soft cover booklet. The quality of printing and paper is good. The aesthetic and technical quality of presentation is excellent.

1.16 **Linguistic characteristics:** The texts are available only in Dutch. Standard Dutch is used in the texts.

1.17 **Language level:** advanced

1.18 **Scope:** Each component set in the series contains teacher materials incorporating an introductory passage outlining geographical aspects of the province. A description follows of significant characteristics referring to each of the thirty slides in the set. The slides are designed to be viewed with the accompanying text.

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RIJMPJES EN VERSJES

1.1 **Title:** *Rijmpjes en versjes uit de oude doos*

1.2 **Author:** Abramsz, S. (ed.)

1.3 **Publisher:** Meulenhoff Nederland b.v.

1.4 **Address of Publisher:** Prinsengracht 468, 1017 KG, Amsterdam, Nederland

1.5 **Year of copyright:** © 1971

1.6 **Material medium:** print

1.7 **Components**

1.8 **Subject area:** language arts

1.9 **Curriculum role:** supplementary

1.10 **Grade levels:** not specified Although the contents are appropriate to the primary level, the language level is suitable for beginner classes through to grade 8 in Australian schools.

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Source:** Material in the second language developed abroad without adaptation for use in Australia.

1.15 **Physical description:** The reader is a 215mm by 304mm, 143 page hard bound book with an attractive, colorful cover. The illustrations are clearly detailed in both colour and black-and-white alternating from page to page. The quality of paper and print is excellent. The print is in a large, bold type face and can be easily read by young children. The aesthetic and technical quality of presentation is excellent.

1.16 **Linguistic characteristics:** The Dutch language is used throughout the text. Standard Dutch is used throughout although inclusion of archaic words and phrases renders a culturally charged aspect to the subject matter.

1.17 **Language level:** beginner

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1.18 **Scope:** The learner materials comprise a series of seventy-nine nursery rhymes or verses and eight puzzle rhymes. The titles, the initial lines of each rhyme, are listed in the *Inhoud* (contents). The verse of each rhyme is presented over one or two pages and accompanied by illustrations depicting the subject matter.

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THE DUTCH

1.1 **Title:** *The Dutch* (Making Australian Society)

1.2 **Author:** Bell, J.

1.3 **Publisher:** Thomas Nelson Australia

1.4 **Address of Publisher:** 19-39 Jeffcott Street, West Melbourne, Victoria, 3003, Australia

1.5 **Year of copyright:** © 1981 Daniel O'Keefe Contract Publishing

1.6 **Material medium:** print

1.7 **Components:**

1.8 **Subject area:** social sciences

1.9 **Curriculum role:** supplementary

1.10 **Grade levels:** not specified. The material would be suitable for lower secondary levels (grade 7 through to grade 10).

1.11 **Academic status:** not specified

1.12 **Educational time block:** not specified

1.13 **Population characteristics:** not specified

1.14 **Source:** Material in the English language developed in Australia, depicting aspects of other cultures or containing the content of various school subjects.

1.15 **Physical description:** The text is a 190mm by 255mm, 112 page, hardbound book with an attractive colorful cover. Photographs are in black-and-white and there are two maps. The print and paper are of good quality. The aesthetic and technical quality of presentation is good.

1.16 **Linguistic characteristics:** English only is used in the text.

1.17 **Language level**

1.18 **Scope:** The chapters of the learner materials cover Dutch history, culture and society (three chapters), the activities of Dutch explorers in relation to the discovery of Australia (one chapter), the history of Dutch immigration to Australia (one chapter), social, cultural and religious activities of Dutch immigrants in Australia (six chapters), and case histories of several Dutch immigrants (three chapters). A major theme

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presented by the author concerns the relative ease at which Dutch immigrants have assimilated into Australian society. This is explained through recourse to characteristic features of Dutch culture both in the Netherlands and Australia. There is also a short set of Follow-up Activities at the conclusion of the text.

The text does not contain specific teacher materials.

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ANALYSES OF
PROFESSIONAL
RESOURCE MATERIALS

COMPACT GEOGRAPHY OF THE NETHERLANDS

1 IDENTIFICATION OF RESOURCE MATERIAL

1.1 **Title:** *Compact Geography of the Netherlands*

1.2 **Developers:** Informatie- en Documentatie-Centrum voor de Geografie van Nederland (Information and Documentation Centre for the Geography of the Netherlands)

1.3 **Publisher, Distributor:** Informatie- en Documentatie-Centrum voor de Geografie van Nederland (Information and Documentation Centre for the Geography of the Netherlands)

1.4 **Address of Publisher, Distributor:** Geografisch Instituut van de Rijksuniversiteit, Heidelberglaan 2, Utrecht, Nederland.

1.5 **Year of copyright:** 1979

1.6 **Material medium:** print

1.7 **Components:** The developers state: "They (*Compact Geography of the Netherlands* and *Pictorial Atlas of the Netherlands*) are intended to serve in part as commentary to the *School Map of the Netherlands* (scale 1:325,000) ....." (3).

1.8 **Subject area:** social sciences

1.9 **Population characteristics:** the developers state: "These booklets (*Compact Geography of the Netherlands*) and *Pictorial Atlas of the Netherlands* are intended for students of geography, teachers in secondary schools and in the higher classes of primary schools" (3). The developers also state that other users of this material would be writers of textbooks.

1.10 **Source:** Material in the English language developed abroad, and depicting aspects of other cultures or containing the content of various other school subjects.

1.11 **Physical description:** The material is a soft cover, 210mm by 295mm, 43 page booklet. There are two additional pages detailing errata. The material includes twenty-one maps of excellent cartographic standard. The aesthetic and technical quality of presentation is excellent.

The component, *School Map of the Netherlands*, is portrayed on a single sheet, 840mm by 1080mm. Three maps are portrayed: the major map, occupying the entire sheet excepting the lower right corner, illustrates land use patterns including urbanization of the Netherlands (scale 1:325 000); two smaller maps illustrate relief of the Netherlands (scale 1:5 000 000), and population of North-western Europe (scale 1:5 000 000). Colour shading and a key are presented for each map.

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1.12 **Material development:** The material was developed by the Information and Documentation Centre for the Geography of the Netherlands, a national agency affiliated to the Geographic Institute of the National University, Utrecht, which implements initiatives of the Ministry of Foreign Affairs.

The developers state: "In 1963 the Council of Europe requested its member countries to appoint experts in the field of geography to arrange the exchange of data in order to bring about an improvement in the accounts of the geography (or elements of the geography) of their countries in textbooks.... From the correspondence there emerged the need for a short summary of the geography of the Netherlands" (3).

The nature of funding is not specified. The developers are entirely responsible for dissemination of the material.

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2 RATIONALE

2.1 **Rationale:** The purpose is to disseminate geographical subject matter contained in the professional material to enhance accounts of the geography of the Netherlands given in curriculum materials and programs. The rationale is fairly clearly stated in the Foreword.

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3 GOALS

3.1 Goals: The goal is to improve accounts of the geography of the Netherlands given by developers of curriculum materials and teachers. The goal of the material must be inferred.

The developers incorporate memory, comprehension, application, analysis and synthesis of the cognitive domain into the material, and under most circumstances users would be required additionally to apply evaluation in developing the geographical material for their own purposes. The developers incorporate receiving, responding, valuing and organization of the affective domain into the material. It is conceivable that users may apply characterization to the material to suit their puposes.

3.2 Objectives: The objective of each chapter is to present a map, and descriptive and interpretative accounts of each set. The objectives of the material must be inferred. The description is not stated in behavioral or performance terms.

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4 CONTENTS

4.1 Characteristics: The material is a manual designed for professional development. The subject matter is entirely factual. Both historical and contemporary subject matter is incorporated into the contents: the chapters entitled Introduction, Land Reclamation, Polders, Zuyder Zee Works, Delta Works, Demography, The Randstad, Mineral Production, Amsterdam and Rotterdam incorporate introductory material referring to

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historical background. The accounts of geology, physical, demographic, urban, economic and environmental geography relate to contemporary situations in the Netherlands. The semantic emphases of the contents are economic, geographical, historical and sociological.

The material is available in twelve languages: Dutch, German, English, French, Danish, Spanish, Portuguese, Italian, Polish, Russian, Indonesian, Japanese and Arabic.

4.2 Scope: The contents applicable to professional development are listed by chapter: Introduction, The High and Low Netherlands, Land Reclamation, Polders, The Zuyder Zee Works, The Delta Works, Water Control, Demography, Distribution of Population, The Randstad, The Economy, Agriculture, Mineral Production, Industry I, Industry II, Trade and Traffic, Amsterdam and Rotterdam, Physical Planning I, Physical Planning II, and The Environment. Each chapter is accompanied by an appropriate cartographic map on the opposite page. A characteristic format has been adopted for each chapter. Each chapter is divided into several sections prefaced by a subheading. Historical material, where indicated, is introduced initially followed by an explanation of contemporary characteristics. The chapters are generally sequenced according to thematic content, running in series from geology (The High and Low Netherlands), physical geography (Land Reclamation, Polders, The Zuyder Zee Works, The Delta Works, and Water Control), demography (Demography, Distribution of Population), urban geography (The Randstad), economic geography (The Economy, Agriculture, Mineral Production, Industry I, Industry II, and Trade and Traffic), urban geography (Amsterdam and Rotterdam, Physical Planning I and Physical Planning II), and environmental geography (The Environment).

The subject matter is covered clearly through a few materials being treated intensively. The material is designed to be covered by chapters. Supplementary materials, excluding the related *Pictorial Atlas of the Netherlands*, are not specified.

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5 METHODS

5.1 Methods: The material does not contain a description of teaching-learning methods. As a resource for professional development, the contents of this material form an appropriate source of subject matter for lessons in bicultural education involving the following learning approaches: didactic instruction; programmed instruction; discussion and questioning methods, viewing, listening and answering methods; problem-solving, heuristic and discovery methods; and inquiry methods.

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6 OUTCOMES

6.1 **Responses:** Responses must be inferred from the contents. The developers intend determining responses users will obtain from learners through the preparation of curriculum matter relating to geography either for use in programs or materials. Since both prose narratives and maps are descriptive and draw upon interpretative skills, it can be inferred that the developers intend users to select subject matter required and use it in its existing form or adapt it to their particular requirements.

6.2 **Outcomes:** Outcomes must be inferred from the contents. This material provides an analytical approach to the geography of the Netherlands including the particular experiences of the Dutch: land reclamation through polder development expecially related to the Zuyder Zee, the delta works and water control at the mouth of the Rhine in Zeeland, and demographic considerations, especially overpopulation in the Randstad conurbation. In this regard, the material is likely, in terms of professional development and adaption of contents to programs, to develop favorable cultural attitudes toward the achievements of the Dutch of the Netherlands in overcoming major handicaps of geographical situation.

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7 EVALUATION

7.1 **Evaluation:** There is no specific evaluation design contained in this material.

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8 CONTINGENCIES AND CONGRUENCES

8.1 **Contingencies:** The analysis indicates that the antecedents, transactions and outcomes specified or implied within the *Compact Geography of the Netherlands* are contingent in terms of the material and relate to certain programs. In these contexts, the rationale statement is supported by the background characteristics, goals, contents, methods and outcomes.

The background characteristics indicate this material is suitable for professional development of teachers at the specified levels, and adaption of the contents would be appropriate to the current policies, pursued in immigrant educational curricula in Australia. Goals and objectives can be inferred from the material within the context of the discipline of geography. The developers have incorporated cognitive and affective goals appropriate to a professional material, and with minimal adaption the material could be employed at upper secondary level, although performance or behavioral objectives cannot be inferred.

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The contents of the material indicate that a consistently geographical approach has been adopted in compilation of the subject matter. Although there is no stated or implied methodology, subject matter adapted from this material would be suited to particular learning approaches.

Outcomes can be inferred although these are dependent to some degree upon the goals and objectives educators may apply in adapting subject matter for classroom implementation. Since the material does not provide an evaluation design, teacher-made strategies are indicated.

Although this material is designed for professional development, a use specified for the contents is adaption for instructional use in programs.

The contents of this material indicate that subject matter adapted would only be successfully implemented if particular features of the background characteristics, both in educational and program practices, were observed. Although goals and objectives incorporated within this material could be adapted successfully for instructional use at the upper secondary level, higher cognitive goals especially, could not be suitably embodied in adapted subject matter for lower secondary and primary levels of Australian schools. Instructional use would require that attention be given in adaption to specifying measurable performance or behavioral objectives.

The contents are particularly suited to professional development and instructional use involving particular learning approaches at the upper secondary level. However, appropriate adaption of the contents for programs at the lower secondary and primary levels would be more difficult. Additionally, most recommendable learning approaches would be inappropriate, and consequently less successful for instructional use with younger learners.

Outcomes from instructional use will depend largely upon the nature and suitability of subject matter adapted from the contents of this material. Evidently outcomes can be predicted more accurately for subject matter implemented in programs designed for upper secondary level than lower secondary and primary levels.

8.2 Congruences: In terms of professional development, the analysis establishes that this material is congruent with program requirements teachers are likely to have for such contents within the immigrant educational curricula for Australian schools.

Conguences can be established more firmly between this material and appropriate immigrant educational programs for the upper secondary level than the lower secondary and primary levels. This assertion is supported by the nature of background characteristics, with goals and objectives of the material requiring higher level cognitive and affective operations inappropriate to younger learners. Similarly the contents and methods are also largely inappropriate to such age groups.

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9 ASSESSMENT AND RECOMMENDATIONS

9.1 **Summary comments:** Professional material suitable for out-of-classroom teacher preparation and modification for use with all learners for bicultural education programs in Australian schools.

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10 BACKGROUND CHARACTERISTICS

10.1 **Policies:** The subject matter adapted from this material would be suitable for all types and sizes of urban and rural communities, and the professional, business, clerical and skilled members but may require particular modification for unskilled members of communities in Australia. Adapted subject matter would be successful with both mobile and static members with liberal attitudes in these communities.

Subject matter adapted from the material would be most suitable for use in communities of Dutch ethnic background. However the adapted material would neither depend upon support of these communities nor likely to cause communal conflict.

10.2 **Educational practices:** The material is most suitable for successful adaption to learners of middle and upper socio-economic backgrounds. The subject matter is most suitable for adaption to the needs of Dutch-Australian learners with specific requirements for program contents relating to the geography of the Netherlands.

The material could be successfully adapted to all class groupings, including individual learners, for general educational purposes. The nature of the subject matter would allow the material to be successfully adapted for separate subject areas or study by major topics, and the material adapted could be related to other resource materials used in the immigrant educational curriculum.

Social sciences staff would be important for successful implementation of content adapted from this material and such adaptations could involve the need for additional classroom space, use for classroom display, and the need for equipment such as overhead projectors and epidiascopes.

10.3 **Program practices:** Teachers of Dutch-Australian background, or with extensive knowledge of the Netherlands, would experience most success in the classroom with subject matter adapted from this material. Teachers with favorable cultural attitudes would be most successful. However expertise in the discipline of geography is essential for classroom success with adapted contents. Teachers would not require skills in the Dutch language to be successful with contents adapted from this professional material.

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Quite extensive teacher training and teaching experience would be necessary to teach contents adapted from this material successfully. Teachers attached to both orderly and flexible procedures are most likely to experience success, although this may be governed to some extent by the nature of the adaptation.

Learners would experience most success with contents adapted from this material if they have favorable attitudes toward the Dutch of the Netherlands. Learners would need to show competence in knowledge, comprehension, application, analysis and synthesis to use contents adapted from this material successfully. The effect of success with subject matter adapted from this material upon learners' attitudes will make no identifiable differences toward oneself and others, but is likely to make a difference toward change.

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PICTORIAL ATLAS OF THE NETHERLANDS

1 **IDENTIFICATION OF RESOURCE MATERIAL**

1.1 **Title:** *Pictorial Atlas of the Netherlands*

1.2 **Developers:** Informatie- en Documentatie-Centrum voor de Geografie van Nederland (Information and Documentation Centre for the Geography of the Netherlands)

1.3 **Publisher, Distributor:** Informatie- en Documentatie-Centrum de Geografie van Nederland (Information and Documentation Centre for the Geography of the Netherlands)

1.4 **Address of Publisher, Distributor:** Geografisch Instituut van de Rijksuniversiteit, Heildelberglaan 2, Utrecht, Nederland

1.5 **Year of copyright:** 1977

1.6 **Material medium:** print

1.7 **Components:** The material can serve in part as commentary to the *School Map of the Netherlands* (scale 1:325 000).

1.8 **Subject area:** social sciences

1.9 **Population characteristics:** The developers state in the Foreword to the *Compact Geography of the Netherlands*: "These booklets (*Compact Geography of the Netherlands* and *Pictorial Atlas of the Netherlands*) are intended for students of geography, teachers in secondary schools and in the higher classes of primary school" (3). The developers also state that other users of this material would be writers of "school books, atlases or other publications....."(3).

1.11 **Source:** Material developed abroad without adaption for use in Australia.

1.12 **Physical description:** The material is a soft cover, 210mm by 295mm, 40 page booklet. The material includes black-and-white photographs and maps each relating to a photograph or set of two photographs. The maps include one set of three maps and two sets of two maps each. The maps are of excellent cartographic standard. The aesthetic and technical quality of presentation is excellent.

The component, *School Map of the Netherlands*, is portrayed on a single sheet, 840mm by 1080mm. Three maps are portrayed, the major map, occupying the entire sheet excepting the lower right corner, illustrates land use patterns including urbanization of the Netherlands (scale 1:325 000); two smaller maps

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illustrate relief of the Netherlands (scale 1:1 500 000), and population of North-western Europe (scale 1:5 000 000). Colour shading and a key are presented for each map.

1.13 **Material development:** The material was developed by the Information and Documentation Centre for the Geography of the Netherlands, a national agency which implements initiatives instigated by the Ministry of Foreign Affairs. The Information and Documentation Centre for the Geography of the Netherlands is affiliated to the Geographic Institute of the National University, Utrecht.

The developers state: "In addition (to the *Compact Geography of the Netherlands* and the *School Map of the Netherlands*), a small photo atlas has been compiled to complete the information package on the geography of the Netherlands. This atlas, which contains photographs and map sections accompanied by an analytical commentary, complements the contents of the *Compact Geography*"(3).

The nature of funding is not specified. The developers are entirely responsible for dissemination of the material.

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2 RATIONALE

2.1 **Rationale:** The purpose is to disseminate geographical subject matter contained in the professional material to enhance accounts of the geography of the Netherlands in curriculum materials and programs. The rationale is stated fairly clearly in the Foreword.

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3 GOALS

3.1 **Goals:** The goals of the material must be inferred. The general goal is to improve accounts of the geography of the Netherlands given by developers of curriculum materials and teachers.

The developers incorporate memory, comprehension, application, analysis and synthesis of the cognitive domain into the thematic material developed within each chapter. Under most circumstances users would be required additionally to apply evaluation in developing the geographical material for their own purposes. The developers incorporate receiving, responding, valuing and organization of the affective domain into thematic material developed within each chapter. It is conceivable that users may additionally apply characterization to thematic material to suit their purposes.

3.2 **Objectives:** The specific objectives of the material must be inferred. The specific objective of each chapter is to present two sets comprising a map (or set of maps) and a photograph (or set of photographs) in each, and to provide a

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descriptive and interpretative account of each set. Performance or behavioral objectives cannot be inferred since the subject matter is not presented in a form appropriate, except at upper secondary level, for learner demonstration.

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4 CONTENTS

4.1 Characteristics: The material is a manual designed for professional development. The subject matter is entirely factual. Both historical and contemporary subject matter is incorporated into the contents: the chapters entitled struggle against the water, land reclamation, Delta Works, Randstad I, Randstad II, Industry II, Foreign trade and traffic, Amsterdam/Rotterdam I, and Amsterdam/Rotterdam II incorporate historical material. One historical map (page 15) is reproduced. The accounts of geology, physical, urban and economic geography relate to contemporary situations in the Netherlands. The semantic emphasis of the contents is economic, geographical, historical and sociological. The material is available in twelve languages: Dutch, German, English, French, Danish, Spanish, Portuguese, Italian, Polish, Russian, Indonesian, Japanese and Arabic.

4.2 Scope: The contents applicable to professional development are listed by chapter: High and Low Netherlands, Struggle against the water, Land reclamation, Zuyder Zee Works, Delta Works, Water control, Randstad I, Randstad II, Agriculture, Horticulture, Industry I, Industry II, Industry III, Foreign trade and traffic, Inland traffic, Amsterdam/Rotterdam I, Amsterdam/Rotterdam II, Recreation, and Physical planning. Each chapter contains two sets of photographs and maps, and there is a map at the conclusion which keys the photographs to localities in the Netherlands. Most maps have a common key and a legend is provided in the Foreword. Each chapter provides an analytical description of the photograph and map in relation to the general context of the chapter. The chapters are generally sequenced according to thematic content, running in series from geology (High and Low Netherlands), physical geography (Struggle against the water, Land reclamation, Zuyder Zee Works, Delta Works, and Water control), urban geography (Randstad I and Randstad II), economic geography (Agriculture, Horticulture, Industry I, Industry II, Industry III, Foreign trade and traffic, Inland traffic), and urban geography (Amsterdam/Rotterdam I, Amsterdam/Rotterdam II, Recreation, and Physical planning).

The subject matter is covered clearly through intensive treatment of a few materials. The subject matter is designed to be covered separately by chapters. Supplementary materials, excluding the related *Compact Geography of the Netherlands*, are not specified.

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5 METHODS

5.1 **Methods:** The developers state: "..... the work ..... also lends itself to modern didactical methods of working in the teaching and learning process"(3). As a resource for professional development, the contents of this material form an appropriate source of subject matter for lessons in bicultural education that could extend to the following learning approaches: didactic instruction; programmed instruction; discussion and questioning methods; viewing, listening and answering methods; problem-solving, heuristic and discovery methods; and inquiry methods.

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6 OUTCOMES

6.1 **Responses:** Responses must be inferred from the contents. The developers intend determining responses users will obtain from learners through the preparation of curriculum matter relating to geography either for use in programs or materials. Since the prose narrative, photographs and maps are descriptive and draw upon interpretative skills, it can be inferred that the developers intend users to select subject matter required and use it in its existing form or adapt it to their particular requirements.

6.2 **OUTCOMES:** Outcomes must be inferred from the contents. This material concentrates upon the analysis of characteristic features of a particular geographical subject by means of descriptive and interpretative accounts through a combination of prose narratives, photographs and maps. In this context the developers have been able to maintain a balance between references to the general geographical context and specific considerations of the physical and human environments. In this regard, the material is likely in terms of professional development and adaption of contents to programs, to develop favorable cultural attitudes toward the experiences of the Dutch of the Netherlands within their physical and human environment.

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7 EVALUATION

7.1 **Evaluation:** There is no specific evaluation design provided in this material.

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8 CONTINGENCIES AND CONGRUENCES

8.1 **Contingencies:** The analysis indicates that the antecedents, transactions and outcomes specified or implied within the

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Pictorial Atlas of the Netherlands are contingent in terms of the material and relate to certain programs. In these contexts, the rationale statement is supported by the background characteristics, goals, contents, methods and outcomes.

The background characteristics indicate this material is suitable for professional development of teachers at the specified levels, and adaption of the contents would be appropriate to the current policies pursued in immigrant educational curricula in Australia. Goals and objectives can be inferred from the material within the context of the discipline of geography. The developers have incorporated cognitive and affective goals appropriate to a professional material, and with minimal adaption the material could be employed at upper secondary level, although performance or behavioral objectives cannot be inferred.

The contents of the material indicate that a consistently geographical approach has been adopted in compilation of the subject matter. Although there is no stated or implied methodology, subject matter adapted from this material would be suited to particular learning approaches.

Outcomes can be inferred although these are dependent to some degree upon the goals and objectives educators may apply in adapting subject matter for classroom implementation. Since the material does not provide an evaluation design, teacher-made strategies are indicated.

Although this material is designed for professional development, a use specified for the contents is adaption for instructional use in programs.

The contents of this material indicate that subject matter adapted would only be successfully implemented if particular features of the background characteristics, both in educational and program practices, were observed. Although goals and objectives incorporated within this material could be adapted successfully for instructional use at the upper secondary level, higher cognitive goals especially, could not be suitably embodied in adapted subject matter for lower secondary and primary levels of Australian schools. Instructional use would require that attention be given in adaption to specifying measurable performance or behavioral objectives.

The contents are particularly suited to professional development and instructional use involving particular learning approaches at the upper secondary level. However, appropriate adaption of the contents for programs at the lower secondary and primary levels would be more difficult. Additionally, most recommendable learning approaches would be inappropriate, and consequently less successful for instructional use with younger learners.

Outcomes from instructional use will depend largely upon the nature and suitability of subject matter adapted from the contents of this material. Evidently outcomes can be predicted more accurately for subject matter implemented in programs designed for upper secondary level than lower secondary and primary levels.

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8.2 **Congruences:** In terms of professional development, the analysis establishes that this material is congruent with program requirements teachers are likely to have for such contents within the immigrant educational curricula for Australian schools.

Congruences can be established more firmly between this material and appropriate immigrant educational programs for the upper secondary level than the lower secondary and primary levels. This assertion is supported by the nature of background characteristics, with goals and objectives of the material requiring higher level cognitive and affective operations inappropriate to younger learners. Similarly the contents and methods are also largely inappropriate to such age groups.

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9 ASSESSMENT AND RECOMMENDATIONS

9.1 **Summary comments:** Professional material suitable for out-of-classroom teacher preparation and modification for use with all learners for bicultural education programs in Australian schools.

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10 BACKGROUND CHARACTERISTICS

10.1 **Policies:** The subject matter adapted from this material would be suitable for all types and sizes of urban and rural communities, and the professional, business, clerical and skilled members, but may require particular modification for unskilled members of communities in Australia. Adapted subject matter would be successful with both mobile and static members with liberal attitudes in these communities.

Subject matter adapted from the material would be most suitable for use in communities of Dutch ethnic background. However the adapted material would neither depend upon support of these communities nor likely to cause communal conflict.

10.2 **Educational Practices:** The material is most suitable for successful adaption to learners of middle and upper socio-economic backgrounds. The subject matter is most suitable for adaption to the needs of Dutch-Australian learners with specific requirements for program contents relating to the geography of the Netherlands.

The material could be successfully adapted to all class groupings, including individual learners, for general educational purposes. The nature of the subject matter would allow the material to be successfully adapted for separate subject areas of study by major topics, and the material adapted could be related to other resource materials used in the immigrant educational curriculum.

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Social sciences staff would be important for successful implementation of content adapted from this material, and such adaptations could involve the need for additional classroom space, use for classroom display, and the need for equipment such as overhead projectors and epidiascopes.

10.3 **Program Practices:** Teachers of Dutch-Australian background, or with extensive knowledge of the Netherlands, would experience most success in the classroom with subject matter adapted from this material. Teachers with favorable cultural attitudes would be most successful. However expertise in the discipline of geography is essential for classroom success with adapted contents. Teachers would not require skills in the Dutch language to be successful with contents adapted from this professional material.

Quite extensive teacher training and teaching experience would be necessary to teach contents adapted from this material successfully. Teachers attached to both orderly and flexible procedures are most likely to experience success, although this may be governed to some extent by the nature of the adaptation.

Learners would experience most success with contents adapted from this material if they have favorable attitudes toward the Dutch of the Netherlands. Learners would need to show competence in knowledge, comprehension, application, analysis and synthesis to use contents adapted from this material successfully. The effect of success with subject matter adapted from this material upon learners' attitudes will make no identifiable differences toward oneself and others, but is likely to make a difference toward change.

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